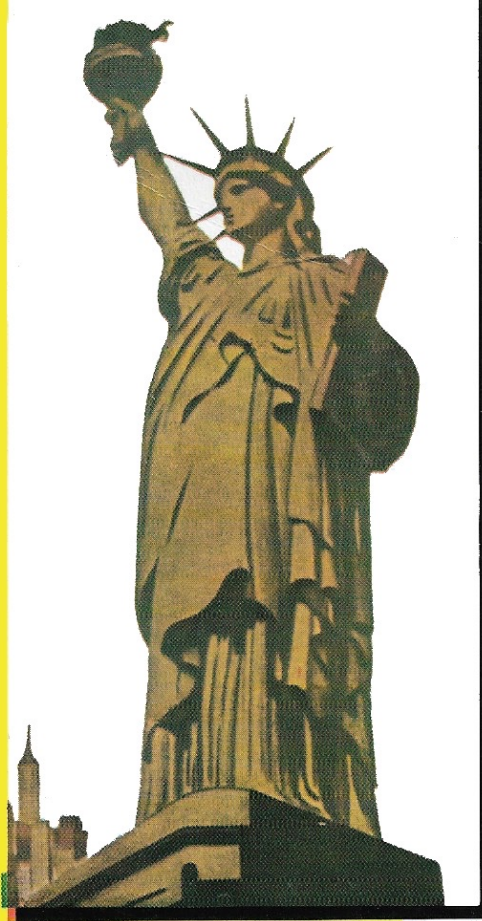


J. DE JUAN B.



CAMINO AL INGLES

2

CAMINO AL INGLES

J. de JUAN B.

CAMINO AL INGLES

AÑO 2.º

15.ª EDICION



MATERIAL AUDIOVISUAL

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- Juego de 25 láminas bicolores en tamaño 80 x 56 cms.
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Del mismo autor:

MIS PRIMERAS PALABRAS EN INGLÉS

MIS PRIMERAS PALABRAS EN FRANCÉS

LEARNING ENGLISH 1

LEARNING ENGLISH 2

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PROLOGO

«CAMINO AL INGLES», libros primero, segundo, tercero, cuarto y quinto, es una obra que lleva muchos años de existencia en varios países de habla castellana; siendo uno de los libros que más favorable acogida tiene entre los profesores y estudiantes de Enseñanza General Básica y Bachillerato, por su efectiva didáctica y valioso contenido gramatical, literario y científico.

Hemos pretendido, a través de los cinco libros que integran la obra, ofrecer al estudiante los fundamentos del idioma inglés. Tanto el vocabulario empleado como las vivientes estructuras inglesas, al igual que todos los episodios y pasajes literarios de los libros, tienden a capacitar al alumno para que éste pueda enfrentarse al hablante nativo y adentrarse por sí solo y con su esfuerzo en la cultura y costumbres de los pueblos de habla inglesa.

Estamos de acuerdo con Closset en que «la Gramática ayuda a adquirir más rápidamente cuantos automatismos integran el lenguaje». De aquí que no hayamos prescindido de ella. Y, además, como dice otro eminente tratadista, consideramos que «es fundamental que ejercicios bien dirigidos acompañen al estudio de la Gramática».

Conscientes con esta creencia, toda la materia tratada en «CAMINO AL INGLES» va acompañada de profusos y seleccionados ejercicios que afianzan al estudiante, en forma efectiva, sobre todo lo expuesto.

Quedamos reconocidos por la ayuda prestada a los profesores N.V. Smith, J.P. FitzGibbon y José Merino. Estos dos últimos han revisado toda la obra y han hecho posible, con su colaboración, que «CAMINO AL INGLES» haya alcanzado el nivel actual.

Dejamos la acogida que esta obra merezca a todos los estudiosos de la lengua de Shakespeare en general, y la crítica y cualquier sugerencia sobre la misma a nuestros estimados colegas.

EL AUTOR

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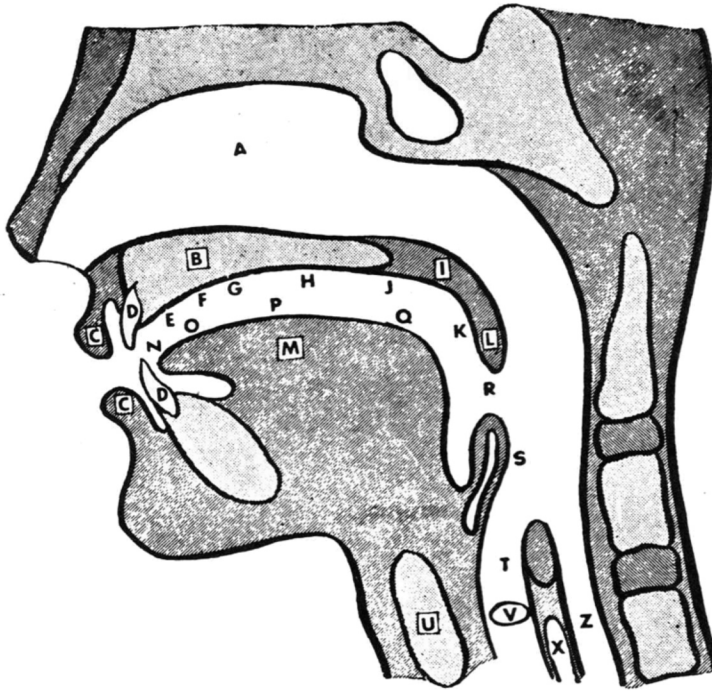
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THE ENGLISH ALPHABET

<i>Letra</i>	<i>Nombre</i>	<i>Letra</i>	<i>Nombre</i>
A	ei	N	en
B	bi:	O	əu
C	si:	P	pi:
D	di:	O	kju:
E	i:	R	a:
F	ef	S	es
G	dʒi:	T	ti:
H	eɪtʃ	U	ju:
I	ai	V	vi:
J	dʒei	W	ˈdʌblju:
K	kei	X	eks
L	el	Y	wai
M	em	Z	zed, zi:

LOS ORGANOS DE LA ARTICULACION



- | | |
|---|--|
| A, cavidad nasal; B, hueso del paladar | = A, nasal cavity; B, hard palate |
| C, labios; D, dientes; E, alvéolos | = C, lips; D, teeth; E, alveolar ridge |
| F, prepaladar; G, mediopaladar | = F, pre-palatal; G, medio-palatal |
| H, postpaladar; I, velo del paladar | = H, post-palatal; I, velum (soft palate) |
| J, zona prevelar; K, zona postvelar | = J, pre-velar area; K, post-velar area |
| L, úvula; M, lengua; N, ápice | = L, uvula; M, tongue; N, tip of the tongue |
| O, predorso; P, mediodorso | = O, blade of the tongue; P, front of the tongue |
| Q, postdorso; R, faringe; S, epiglottis | = Q, back of the tongue; R, pharynx; S, epiglottis |
| T, laringe; U, tiroides; V, cuerdas vocales | = T, larynx; U, thyroid cartilage; V, vocal cords |
| X, cricoides; Z, esófago | = X, cricoid; Z, oesophagus |

BOSQUEJO FONETICO

El fonema

El fonema es la mínima unidad fonética que puede efectuar un cambio de significado en las palabras de un idioma.

Así, en inglés:

pin	pen	pan
pan	ban	van
bin	bib	bit, etc., etc.

nos autoriza a establecer los fonemas: /p, b, v, n, t, i, e, a/ *

Análogamente en español:

pavor	babor	favor
cota	gota	jota
paso	peso	piso, poso, puso, etc., etc.

nos autoriza a establecer los fonemas: /p, b, f, k, g, x, a, e, i, o, u/.

La ortografía, frecuentemente, no concuerda con la fonología: por ejemplo, un sonido (fonema) frecuentemente se representa por dos letras, así:

“sh” representa el fonema simple /ʃ/

“th” representa el fonema simple /θ/ o /ð/

y dos sonidos (fonemas) pueden estar representados por una letra, así:

“x” representa los dos fonemas /ks/

Análogamente en español:

“ch” representa el fonema simple /tʃ/**

“ll” representa el fonema simple /ʎ/

“x” representa los dos fonemas /ks/

* Las secuencias de uno o más fonemas van marcadas con líneas diagonales.

** En el caso de “ch”, aunque se usen dos símbolos en la transcripción fonética, no impide que sea un solo fonema.

Nunca dos pronunciaciones de un fonema son idénticas, pero algunas diferencias no son puramente casuales, sino que están condicionadas por el medio fonético. Así, la /l/ se pronuncia “clara” al principio de la palabra y “oscura” al final (es decir, con la parte delantera o trasera de la lengua levantada); la “t” inicial es aspirada, pero no es aspirada detrás de /s/, etc. Tales formas diferentes se llaman “alófonos”, y se dice que el fonema /l/ tiene un alófono [l]* — (l “oscura”) en la posición final; el fonema /t/ tiene un alófono [tʰ] inicial y un alófono [t] (es decir, sin aspiración) detrás de /s/.

Análogamente en español:

La “g” en posición inicial se pronuncia “dura”: por ejemplo, como una [g] sonora velar oclusiva; en posición intervocálica se pronuncia “suave”: por ejemplo, como una [ɣ] sonora velar fricativa:

Compare: “godo” con “luego”.

Este fenómeno está enteramente condicionado por la posición de la “g” en la palabra, y, por consiguiente, los dos sonidos son tratados igual (y son percibidos igual por el hablante nativo) y se les clasifica como miembros del mismo fonema.

Los fonemas en inglés

El número total de sonidos diferentes que existen en inglés —establecidos por el proceso descrito— es el siguiente:

Consonantes:

p	b	t	d	k	g
tʃ		dʒ		(tr	dr)
m		n		ŋ	
l	r				
f	v	θ	ð	s	z
j		w		ʃ	ʒ
				h	

Vocales:

i:	ɪ	e	a:	ʌ	o:	ɒ	u:	ʊ	æ	ə
ei	əu	ai	au	oi	iə	ɛə	uə			

* [] indica que la *letra* está en transcripción fonética.

Es decir, que todas las palabras del idioma inglés pueden ser representadas sin ambigüedad y correspondiéndose exactamente por medio de estos símbolos. Vamos a estudiar los sonidos por medio de las siguientes palabras: la letra objeto de estudio va en *cursiva*.

/p/	<i>pay</i>	[peɪ]	/l/	<i>lid</i>	[lɪd]
/b/	<i>bay</i>	[beɪ]	/r/	<i>rid</i>	[rɪd]
/t/	<i>two</i>	[tu:]	/f/	<i>fine</i>	[faɪn]
/d/	<i>do</i>	[du:]	/v/	<i>vine</i>	[vaɪn]
/k/	<i>coat</i>	[kəʊt]	/θ/	<i>thigh</i>	[θaɪ]
/g/	<i>goat</i>	[gəʊt]	/ð/	<i>thy</i>	[ðaɪ]
/tʃ/	<i>chin</i>	[tʃɪn]	/s/	<i>seal</i>	[si:l]
/dʒ/	<i>gin</i>	[dʒɪn]	/z/	<i>zeal</i>	[zi:l]
(/tr/)	<i>try</i>	[traɪ]	/ʃ/	<i>ship</i>	[ʃɪp]
(/dr/)	<i>dry</i>	[draɪ]	/ʒ/	<i>vision</i>	[ˈviʒn]
/m/	<i>meat</i>	[mi:t]	/h/	<i>hate</i>	[heit]
/n/	<i>neat</i>	[ni:t]	/j/	<i>yet</i>	[jet]
/ŋ/	<i>sing</i>	[sɪŋ]	/w/	<i>wet</i>	[wet]

/i:/	<i>meet</i>	<i>feel</i>	<i>piece</i>		
/ɪ/	<i>hid</i>	<i>fill</i>	<i>ink</i>	<i>elude</i>	<i>collie</i>
/e/	<i>head</i>	<i>fell</i>	<i>bed</i>		
/a:/	<i>hard</i>	<i>car</i>	<i>plant</i>		
/æ/	<i>had</i>	<i>map</i>	<i>bad</i>		
/o:/	<i>four</i>	<i>fall</i>	<i>board</i>		
/ɒ/	<i>box</i>	<i>fol(ow)</i>	<i>bod(y)</i>		
/u:/	<i>shoe</i>	<i>fool</i>	<i>two</i>		
/ʊ/	<i>hood</i>	<i>full</i>	<i>book</i>		
/ʌ/	<i>cup</i>	<i>much</i>	<i>bud</i>		
/ə:/	<i>heard</i>	<i>burn</i>	<i>bird</i>		
/ə/	<i>ruler</i>	<i>woman</i>	<i>river</i>	<i>allude</i>	<i>collar</i>
/eɪ/	<i>day</i>	<i>fail</i>	<i>plane</i>		
/əʊ/	<i>coat</i>	<i>rose</i>	<i>globe</i>		
/aɪ/	<i>hide</i>	<i>nine</i>	<i>dry</i>		
/aʊ/	<i>cow</i>	<i>foul</i>	<i>bowed</i>		
/ɔɪ/	<i>toy</i>	<i>soil</i>	<i>boy</i>		
/iə/	<i>ear</i>	<i>beard</i>	<i>pier</i>		
/ɛə/	<i>chair</i>	<i>bared</i>	<i>pear</i>		
/ʊə/	<i>sure</i>	<i>moor</i>	<i>poor</i>		

(A efectos de comparación, el sistema fonológico español es como sigue:

Consonantes: /p b t d k g m n ñ tʃ y
f θ s x l ʎ r rr/

Vocales: /a e i o u/.

Descripción fonética y alofónica de cada fonema inglés, incluyendo una comparación con el equivalente castellano, si es que existe.

/p/ Sorda, bilabial, aspirada, oclusiva y expelida con fuerza.

El equivalente español no es aspirado en absoluto, y el uso de este sonido en inglés llevará a confusión con el de la /b/ inglesa.

La /p/ no es aspirada detrás de la /s/ ni cuando va al final.

/b/ Sonora, bilabial, no aspirada, oclusiva y expelida suavemente.

Similar a la /b/ española cuando inicia una sílaba, aunque el sonido es menos fuerte. De ninguna manera es sustituible por [β] el sonido de la “b” intervocálica en las palabras castellanas “arriba”, “acabar”, etcétera. Debe prestarse, por tanto, suma atención a las palabras inglesas que llevan “b” intervocálica, tales como “rubber”, “above”. Si se encontrase dificultad, comiéntese partiendo de la “p” española, sin forzar mucho la pronunciación.

/t/ Sorda, alveolar, aspirada, oclusiva y expelida con fuerza.

Las observaciones sobre aspiración son las mismas que para /p/. Además, mientras que la “t” española es dental, la “t” inglesa es alveolar, es decir, con la punta de la lengua (ápice) apoyada contra los alvéolos, no contra los dientes mismos, como en español.

/d/ Sonora, alveolar, no aspirada, oclusiva y expelida suavemente.

Similar a la “d” española en posición inicial, excepto que, como la “t”, es alveolar, no dental, y es ligeramente menos pronunciada. En modo alguno ha de sustituirse por “ð” el sonido de la “d” en las palabras españolas “cada”, “rueda”, etc. Préstese suma atención a las palabras inglesas que llevan “d” intervocálica, tales como “rudder”, “adorn”, etc.

/k/ Sorda, velar, aspirada, oclusiva, expelida con fuerza.

Las observaciones sobre aspiración son las mismas que para la /p/; en lo demás, como en español.

/g/ Sonora, velar, no aspirada, oclusiva y expelida suavemente.

Similar a la “g” española en posición inicial, pero ligeramente menos pronunciada. En modo alguno ha de sustituirse por [ɣ] el sonido de la “g” en las palabras españolas “agua”, “luego”, etc. Préstese suma atención a las palabras inglesas que llevan “g” intervocálica, tales como “rugged”, “aghast”.

/tʃ/ Sorda, alveopalatal, aspirada, africada y expelida con fuerza.

Similar a la “ch” española en “mucho”, pero en inglés el elemento fricativo es un poco más largo en duración.

/dʒ/ Sonora, alveopalatal, aspirada, africada y expelida suavemente.

El sonido inverso de /tʃ/, y articulada en la misma posición, pero expelida más suavemente. No puede equipararse con la “y” española de “cónyuge”, que es palatal y no alveopalatal, y mucho menos fricativa.

(/tr/) Este y el sonido siguiente (/dr/) son realmente dos alófonos, y causan dificultad a los estudiantes de habla castellana, por lo que se tratan separadamente.

[tr] es sordo, postalveolar, africado y expelido con fuerza similar a /tʃ/, excepto que la lengua se coloca en forma ligeramente retroflexa y hundida. No debería pronunciarse como /t/ más /r/.

[dr] es sonoro, postalveolar, africado y expelido con fuerza: es decir, el equivalente sonoro de [tr]. Las observaciones son las mismas que para el anterior.

/m/ Sonora, bilabial nasal.

Como en español. Debe tenerse cuidado cuando la “m” va al final, ya que este sonido no se da en español.

/n/ Sonora, alveolar nasal.

Como en español. Debe tenerse cuidado cuando la “n” va delante de consonante y en español se suele omitir.

/ŋ/ Sonora, velar nasal.

Como la “n” en la palabra española “cinco”. Este sonido sólo se da en inglés en el medio y al final de palabra.

/l/ Sonora, alveolar lateral.

Este fonema se da en dos amplias formas alofónicas distintas: “claro” delante de vocales, como en español “león”; “oscuro” delante de consonantes y al final. Este sonido es similar, pero mucho más velar, al de

la “l” española en “festival”: la parte posterior de la lengua (postdorso) se levanta casi hasta el velo del paladar, dando al sonido una resonancia de calidad parecida a la “u”.

Los estudiantes que experimenten dificultad deben partir de un sonido /u/ y gradualmente darle articulación consonántica.

/r/ Sonora, postalveolar, fricativa.

No es como la “r” española.

La punta de la lengua se mantiene pegada a la parte posterior de los alvéolos, un tanto encorvada hacia atrás y hundida. No hay fricción ni golpe seco de la lengua contra los alvéolos, y, sobre todo, no existe vibración.

La /r/ sólo se encuentra en inglés delante de vocales: la “r” en la ortografía delante de consonantes no se pronuncia, en el inglés llamado “standard”.

/f/ Sorda, labiodental, africada y expelida con fuerza.

Similar a la “f” española, pero expelida con mayor fuerza.

/v/ Sonora, labiodental, fricativa y expelida con fuerza.

El sonido equivalente al de /f/, expelido con menor fuerza.

Este fonema no debe ser equiparado a la “v” española, [β], que es bilabial fricativa.

/θ/ Sorda, interdental, fricativa y expelida con fuerza.

Como la “z” en “español castellano”.

/ð/ Sonora, dental, fricativa y expelida suavemente.

Con sonido equivalente al precedente: similar a la “d” española en posición intervocálica —por ejemplo, “ayuda”—, pero más tenso y más largo. Quizá está más próximo a la “z” en “juzgar”, cuando se habla rápido.

/s/ Sorda, alveolar predorsal, fricativa y expelida con fuerza.

No es equivalente a la “s” española.

En inglés, el predorso toca ligeramente los alvéolos superiores y está ligeramente encorvado, mientras que en español la punta de la lengua es llevada detrás de los alvéolos y está lisa o extendida. Al mismo tiempo que se procura evitar confusión con /θ/, el estudiante debe practicar la posición de la lengua para /s/, y así evitar confusión con la /ʃ/ inglesa y la “s” española.

Deberá tenerse cuidado especial con las palabras que empiezan por /s/ más consonante: por ejemplo, “Spain”, y NO anteponer una /e/ a la palabra (la “s” líquida no se encuentra en español al principio de

palabra); este es el error más común y perceptible que cometen los estudiantes de inglés de habla castellana.

/z/ Sonora, alveolar predorsal, fricativa y expelida suavemente.

Sonido parecido al anterior y expelido con menos fuerza.

Las mismas observaciones con respecto a la posición de la lengua son valederas aquí también. Debe tenerse cuidado para no confundir este fonema con /ʒ/.

/ʃ/ Sorda, alveolar palatal, fricativa y expelida con fuerza.

Este sonido no tiene equivalente en español y debe distinguirse claramente de /z/ y /s/. La punta y el predorso de la lengua tocan los alvéolos, y el mediodorso se levanta simultáneamente hacia el hueso del paladar. La articulación es difusa (es decir, la lengua está llana y no encorvada) y más laxa que con /s/.

Debe tenerse cuidado para no torcer hacia atrás la punta de la lengua.

/ʒ/ Sonora, alveolar palatal, fricativa y expelida suavemente.

Suena igual que el anterior, pero expelido con menos fuerza.

Este fonema es raro en inglés ("vision" — 'viʒn, etc.).

Las mismas observaciones sobre articulación sirven para /ʃ/.—/ʒ/ es mucho más hacia fuera que la "ll" española, con la cual tiende a confundirse.

/h/ Sorda, fricativa glotal.

Cuando se encuentra al comienzo de sílaba, la /h/ es una intensión sorda sobre la siguiente vocal, cuya resonancia adopta. El sonido se pronuncia con considerable energía, y la fricción, aunque predominantemente glotal, está presente en todo el campo de articulación (desde la laringe por la faringe a la boca). El sonido /h/ no debe ser equiparado a la "j" española.

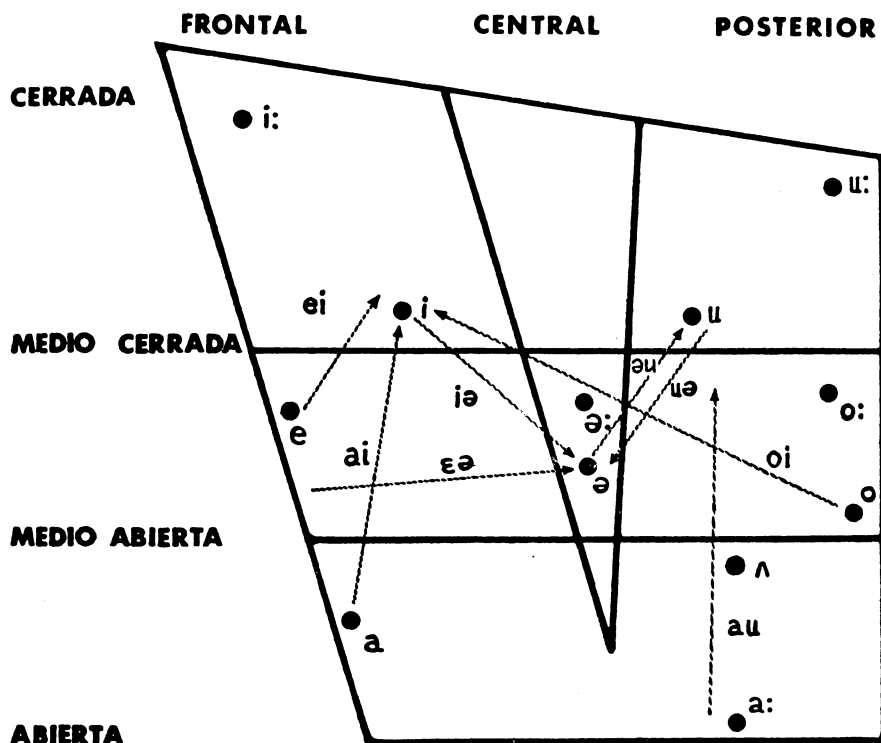
/j/ No redondeada, palatal semiconsonante.

Es una intensión consonántica, no redondeada ni fricativa sobre la vocal siguiente. Se articula de la misma manera que /i/, y hace funciones de consonante. Similar a la "y" española en "yegua", con tal que no exista fricción.

/w/ Redondeada, labiovelar semiconsonante.

Es una intensión consonántica redondeada y no fricativa sobre la siguiente vocal. Se articula de la misma manera que /u:/, y hace funciones de consonante. Similar al "hu" español en "hueso".

Las vocales y diptongos ingleses en diagrama



El signo • representa la posición de la lengua en la boca para cada vocal. Las flechas en línea fina representan los movimientos de la lengua en los diptongos.

- /i:/ Es una vocal larga, ligeramente abierta, comenzando cerrada, frontal, tensa, oral, de labios extendidos.
- /i/ Es una vocal corta, medio cerrada, centralizada, relajada, oral y de labios suavemente extendidos.
- /e/ Es una vocal corta, entre medio abierta y abierta, frontal, tensa, oral y labios suavemente extendidos.

- /a:/ Es una vocal larga, abierta, ligeramente centralizada atrás y relajada, oral: labios medianamente abiertos.
- /a/ Es una vocal corta, entre medio abierta y abierta, frontal, tensa y oral: labios medianamente abiertos.
- /o:/ Es una vocal larga, ligeramente abierta, comenzando medio cerrada, posterior, relajada y oral: labios medio redondeados.
- /o/ Es una vocal corta, medio abierta, posterior, tensa y oral: labios abiertos redondeados.
- /u:/ Es una vocal larga, ligeramente abierta, empezando cerrada, posterior, tensa y oral: labios muy redondeados.
- /u/ Es una vocal corta, ligeramente abierta, comenzando medio cerrada, posterior, relajada y oral: labios muy redondeados.
- /ʌ/ Es una vocal corta, medio abierta, centralizada atrás, ligeramente tensa y oral: labios medianamente abiertos.
- /ə:/ Es una vocal larga, central, ligeramente tensa y oral: labios normales.
- /ə/ Es una vocal corta, central, ligeramente tensa y oral: labios normales.
- /ei/ Un movimiento desde el frontal inferior un poco medio cerrado, hasta /i/. Tenso. Labios extendidos.
- /ai/ Un movimiento desde el frontal un poco abierto y centralizado hasta un punto algo abierto de /i/. Los labios comienzan normales y acaban suavemente extendidos.
- /oi/ Un movimiento desde /o/ hasta un punto algo abierto de /i/. Los labios comienzan redondeados y acaban normales. Debe tenerse gran cuidado con los tres diptongos anteriores para que el movimiento no se acerque al sonido de /i:/ —uno de los errores más comunes de los estudiantes de habla española—. Si se encuentra dificultad, el elemento final debe ser sustituido por /e/.
- /əu/ Un movimiento desde la vocal central /ə/ hasta /u/, y no desde /o/ hasta /u/, como es comúnmente representado; tampoco es, en modo alguno, como en el sonido español /o/. Los labios comienzan normales y acaban redondeados y ligeramente tensos.

/au/ Un movimiento desde central abierto hasta /u/ o un punto algo abierto de /u/. Ligeramente tenso. Los labios comienzan abiertos normalmente y acaban redondeados.

Los tres diptongos restantes —/iə, eə, uə/— son simplemente combinaciones de fonemas cuyos símbolos son los elementos constitutivos, y no necesitan más explicación. Cabe recalcar, no obstante, que aunque la representación ortográfica de estos tres últimos fonemas generalmente contiene una “r”, ésta nunca se pronuncia como tal, excepto delante de otra vocal. Ejemplo: “ear” = /iə/, y nunca /iər/, excepto en combinaciones tales como “ear of corn” = /'iər əv 'kɔ:n/.

Normas ortográficas de los fonemas ingleses

(Solamente pueden darse aproximadamente, pues una lista completa, o incluso a título de ensayo, con las excepciones, requeriría todo un volumen.)

- /p/ — normalmente representado por “p” o “pp”. Ej.: “pit”, “happy”. Es muda delante de /n, s, t/. Ej.: “pneumonia”, “psychology”.
- /b/ — normalmente representado por “b” o “bb”. Ej.: “bit”, “rubber”. Es muda al final de palabra después de /m/. Ej.: “limb”, “bomb”.
- /t/ — normalmente representado por “t”, “tt” o “th”. Ej.: “top”, “bitten”, “Thomas”, y por “—ed” en el tiempo pasado: “talked”.
- /d/ — normalmente representado por “d” o “dd”. Ej.: “did”, “muddy”.
- /k/ — normalmente representado por “k” — “king”, “c” — “coat”, “cc” — “tobacco” (“c” y “cc” solamente delante de /a, o, u/), “qu” — “queen”, “ch” — “Christmas” (sólo inicial), “ck” — “back” (al final). Es muda delante de “n”: “knob”.
- /g/ — normalmente representado por “g” — “good”, “gg” — “ragged”, “gu” — “guest”, “gh” — “ghost”. Cuando va en posición inicial seguida de /n/ es muda — “gnome”.
- /tʃ/ — normalmente representado por “ch” — “chest”, “tch” (no inicial) — “catch”, “t” delante de “ure” — “nature”, “i” delante de “ion”, después de “s” — “question”.
- /dʒ/ — normalmente representado por “j” — “joke”, “g” (delante de “e” e “i”) — “gentle”, “dg” (no inicial) — “edge”.

- /m/ — normalmente representado por “m” — “man”, “mm” — “hammer” o al final “mb” — “comb”.
- /n/ — normalmente representado por “n” — “not”, “nn” — “penny” o (en posición inicial) por “gn, kn, pn” — “gnaw, knee, pneumatic”.
- /ŋ/ — normalmente representado por “ng” — “sing”, o por “n” (delante de “k” y “g”) — “sink”, “finger”.
- /l/ — normalmente representado por “l” — “love” o “ll” — “valley”. Es con frecuencia muda cuando va detrás de vocal: “walk”.
- /r/ — normalmente representado por “r” — “rich”, “rr” — “marry” o “wr” — “write”.
- /f/ — normalmente representado por “f” — “fill”, “ff” — “coffin”, “ph” (en palabras de origen griego) — “philosophy”, “gh” — “rough”.
- /v/ — normalmente representado por “v” — “arrive”.
- /θ/ — normalmente representado por “th” — “thick”.
- /ð/ — normalmente representado por “th” — “this”.
- /s/ — normalmente representado por “s” — “sit”, “ss” — “mass”, “c” (delante de “e” e “i”) — “ceiling”, “sc” — “scissors”, “x” [ks] — “exit”.
- /z/ — normalmente representado por “z” — “zoo”, “zz” — “puzzle”, “s” (especialmente detrás de “e” o detrás de consonante sonora en posición final, cuando es signo de plural) — “roses”, “dogs”.
- /ʃ/ — normalmente representado por “sh” — “ship”, o “t, s, ss, sc, c” delante de “i” — “nation”, “Asia”, “fission”, “conscience”, “ocean”.
- /ʒ/ — normalmente representado por “si” (en el medio) — “vision”, por “s, z” delante de “u” — “closure”, “azure” o por las palabras de origen francés que acaban en “—ge” — “rouge”.
- /h/ — normalmente representado por “h” — “hot”, o “wh” — “who”
- /j/ — normalmente representado por “y” — “yet”, o “i” — “onion”

- /w/ — normalmente representado por “w” — “wet”, “wh” — “which” o por “u” detrás de “q” — “quick”.
- /i:/ — normalmente representado por “ee” — “seed”, “ei” — “ceiling”, “e” — “Peter”, “ea” — “bead”, “ie” — “niece”, “i” — “police”.
- /i/ — normalmente representado por “i” o “y” — “city”, “a” — “courage”, “e” (especialmente cuando indica el tiempo pasado) — “waited”.
- /e/ — normalmente representado por “e” — “set”, “ea” — “dead”, “a” — “many”.
- /a:/ — normalmente representado por “a” — “path”, “(e)ar” — “card”, “heart”, “al” — “calm”, “au” — “laugh”.
- /a/ — normalmente representado por “a” — “hat”, “ai” — “plait”.
- /o:/ — normalmente representado por “or”, “cord”, “aw” — “hawk”, “a” — “talk”.
- /o/ — normalmente representado por “o” — “hor”, “a” — “watch”.
- /u:/ — normalmente representado por “oo” — “food”, “o” — “move”, “ou” — “soup”, “u” — “nude” (“u” = [ju:]).
- /u/ — normalmente representado por “u” — “put”, “oo” — “good”.
- /ʌ/ — normalmente representado por “u” — “hut”, “o” — “mother”.
- /ə:/ — normalmente representado por “ir” — “firm”, “er” — “herd”, “ur” — “furl”, “our” — “courteous”. La ortografía siempre tiene una “r”, que no se pronuncia.
- /ə/ — normalmente representado por cualquier vocal en posición que no recaiga el acento tónico excepto “i”: “above”, “relevant”, “concern”, “suppose”.
- /ei/ — normalmente representado por “a” — “name”, “ai” — “raid”, “ei” — “eight”, “ea” — “break”.
- /ai/ — normalmente representado por “i” — “write”, “igh” — “high”.

- /oi/ — normalmente representado por “oi” — “coil”, “oy” — “boy”.
- /əu/ — normalmente representado por “o” — “hope”, “oa” — “goat”, “oe” — “woe”, “ou” — “soul”, “ow” — “bowl”.
- /au/ — normalmente representado por “ou” — “house”, “ow” — “cow”.
- /iə/ — normalmente representado por “eer” — “deer”, “ear”, — “dear”, “ea” — “idea”.
- /εə/ — normalmente representado por “are” — “fare”, “air” — “fair”, “ear” — “bear”.
- /uə/ — normalmente representado por “oor”, — “poor”, “our” — “dour”.

Acento tónico

En inglés, una sílaba de cada palabra está marcada por un acento tónico bien definido. Ej.: “about” — [əˈbaʊt], “contain” — [kənˈteɪn], “happy” — [ˈhæpi], “understand” — [ʌndəsˈtænd], etc.

Esta fuerza de acento tónico o intensidad no está condicionada, y el acento de cada palabra deberá ser aprendido aisladamente en un buen diccionario de pronunciación. La importancia de una acentuación tónica correcta en inglés, además, descansa no sólo en dar mayor o menor fuerza expelente, sino también, y especialmente, en el debilitamiento cualitativo de las vocales en las sílabas *no acentuadas*. Así, en las palabras:

- “addition” — [əˈdɪʃn]
 “comfortable” — [ˈkʌmfətəbl̩], [kʌmfətəbl̩]
 “purchase” — [ˈpɜ:tʃəs], etc.

las vocales no acentuadas NO se pronuncian [a], [o] y [ei], sino que se reducen a [ə] o [i]. Debe recalcarse que la pronunciación de estas palabras, como [əˈdɪʃn], [ˈkʌmfə:təibl̩], [ˈpɜ:tʃeɪs] no es un estilo posible “ni muy correcto, ni muy depurado”: es ERRONEA.

Desafortunadamente, esta reducción o debilitamiento no es regla fija —aunque en la mayoría de los casos sí—; por consiguiente, los nuevos ejemplos a continuación, aun cuando sirven como un modelo de debilitamiento, solamente deben ser admitidos tras la consulta con un buen diccionario de pronunciación.

Ejemplos:

<i>Ortografía</i>	<i>Transcripción</i>
arrive	[ə'raiv]
caravan	['karəvan]
gentleman	['dʒentlmən]
policeman	[pə'li:smən]
Spaniard	['spanjəd]
eleven	[i'levən]
open	['əupən]
pocket	['pokit]
repeat	[ri'pi:t]
student	['stju:dənt]
continue	[kən'tinju:]
doctor	['dɒktə]
lesson	['lesən]
pronounce	[prə'nauns]
famous	['feiməs]
figure	['figə]
minute	['minit]
surprise	[sə'praiz]

Obsérvese, generalizando ampliamente, cómo “a, o, u” no acentuadas se convierten en [ə]; “e” no acentuada se convierte en [i], e “i” no acentuada conserva su valor.

Otro punto relacionado con la calidad vocálica debería recalcarse: cuando una vocal o un diptongo van seguidos de una consonante sonora, son apreciablemente más largos que cuando van seguidos de una consonante sorda, y que las vocales en posición final son todavía más largas.

Esto se aplica indistintamente si la vocal en cuestión es (por naturaleza) corta o larga. Por ejemplo, “see” — “seed” — “seat” tienen un acortamiento de vocal progresivo: [si::], [si:d], [si:t] (el cual es todavía más largo que “sit” — [sit]).

Formas débiles

Así como en las “palabras de contenido” (nombres, verbos, adjetivos, etc.) se reducen las vocales en las palabras no acentuadas, tenemos las formas débiles

de “las palabras estructurales” (conjunciones, pronombres, artículos, etc.), que tienen una forma fuerte cuando van aisladas o en posición acentuada en la oración, y una forma reducida en el contexto unido normal.

Así:

<i>Palabra</i>	<i>Forma fuerte</i>	<i>Forma débil</i>
a	[ei]	[ə]
an	[an]	[ən]
and	[and]	[ənd, ən, n]
but	[bat]	[bət]
saint	[seint]	[snt] (<i>sólo delante de un nombre</i>)
than	[ðan]	[ðən]
that (<i>excepto cuando es demostrativo</i>)	[ðat]	[ðət]
the	[ði:]	[ðə] (<i>delante de consonante</i>) [ði] (<i>delante de vocal</i>)
them	[ðem]	[ðəm]
us	[ʌs]	[əs, s]
some	[sʌm]	[səm]
as	[az]	[əz]
at	[at]	[ət]
from	[from]	[frəm]
for	[fo:(r)]*	[fə(r)]*
of	[ov]	[əv]

Ejemplos:

a cup of tea	[ə'kʌp əv 'ti:]
half an hour	['hɑ:f ən 'aʊə]
darker and darker	['dɑ:kəɹ ən 'dɑ:kə]
slow but sure	['sləʊ bət 'ʃʊə]
St. Paul's Cathedral	[snt 'pɔ:lz kə'ti:drəl]
he is taller than I	[hi:z 'tɔ:lə ðən 'ai]
I said that you would come	[ai 'sed ðət ju:d 'kʌm]
the tenth of June	[ðə 'tenθ əv 'dʒu:n]
the eighth of July	[ði 'eitθ əv dʒu'laɪ]
give it to them	['gɪv ɪt tu ðəm]

* (r) indica que [r] se pronuncia *únicamente* delante de vocal.

give it to us	[ˈgɪv ɪt tu əs]
boil some potatoes	[ˈbɔɪl səm pəˈteɪtəʊz]
as far as I know	[əz ˈfɑːr əz aɪ ˈnəʊ]
I shall be at home from six	[aɪ ʃl biː ət ˈhəʊm frəm ˈsɪks]
come for tea	[ˈkʌm fə ˈtiː]
come for an hour	[ˈkʌm fər ən ˈaʊə]
a piece of cake	[ə ˈpiːs əv ˈkeɪk]

Esta segunda lista de formas débiles comprende el paradigma de los verbos “to be” y “to have”, y un número de otros verbos auxiliares: “will, shall, do”, etc.

<i>Palabra</i>	<i>Forma fuerte</i>	<i>Forma débil</i>
am	[am]	[əm, m]
is	[ɪz]	[z, s]
are	[ɑː(r)]	[ə(r)]
was	[wɒz]	[wəz]
were	[wəː(r)]	[wə(r)]
have	[hæv]	[(ə)v]
has	[haz]	[(ə)z, s]
had	[həd]	[(ə)d]
will	[wɪl]	[l]
would	[wʊd]	[(ə)d]
shall	[ʃəl]	[ʃl, l]
should	[ʃʊd]	[ʃəd]
do	[duː]	[du, də, d]
does	[dʌz]	[dəz]
can	[kən]	[kən]
could	[kʊd]	[kəd]
must	[mʌst]	[məs(t)]

Ejemplos:

I'm/ I am ready	[ˈaɪm ˈredi]
nor am I	[ˈnɔːr əm ˈaɪ]
what is he doing?	[ˈwɒts ɪ ˈduːɪŋ?]
the man is here	[ðə ˈmæn ɪz ˈhɪə]
how many are coming?	[ˈhaʊ meni ə ˈkʌmɪŋ?]
how many are in there?	[ˈhaʊ meni ər ˈɪn ˈðeə?]
what was he doing?	[ˈwɒt wəz ɪ ˈduːɪŋ?]
they were here yesterday	[ðeɪ wə ˈhɪə ˈjestədi]

they were abroad last year	[ðei wər ə'bro:d la:s 'jiə]
we have ten minutes to go	[wi:v 'ten 'minits tə 'gəu]
he has hidden it	[hi:z 'hidən it]
I would have seen him if he had done it earlier	['aid əv 'si:n im if (h)i:d 'dʌn it 'ə:liə]
they will all come	[ðeɪl 'o:l 'kʌm]
you would like it here	[ju:d 'laɪk it 'hiə]
we shall see	[wi ʃl 'si:]
I should be very pleased to	[ai ʃd bi 'veri 'pli:zd tu]
how do you do?	['hau də ju 'du:ʔ]
what does it mean?	['wɒt dəz it 'mi:nʔ]
he can do anything	[hi: kən 'du: 'eniθɪŋ]
I could come tomorrow	[ai kəd 'kʌm tə'mɒrəu]
you must wait and see	[ju: məs 'weɪt ən 'si:]

Cabe recalcar que las palabras enumeradas conservan su forma fuerte cuando van al final, incluso aunque no vayan acentuadas.

Ejemplos:

I can do it if he can	['ai kən 'du: it if 'hi: kən]
Everything that he has	['evriθɪŋ ðæt i: hɜz]

LESSON ONE

It is **eleven o'clock** by my **watch**. ↘

What time is it by your **watch**? ↘

The Seasons of the Year



There are twelve months and four seasons in the year. In the northern hemisphere the winter months are December, January and February. It is very cold in winter, and it rains and snows a lot. The next season is spring, and the spring months are March, April and May. Spring is a very nice season. The summer months in the northern hemisphere are June, July and August. It is hot in summer. The next season of the year is autumn. The autumn months are September, October and November. Autumn is the season of fruits. It is also the harvest

season. The last season of the year is winter. In the southern hemisphere the seasons are different. December, January and February are the summer months and June, July and August are the winter months. The twenty-fifth of December is Christmas Day. Christmas Day in England is in winter, but Christmas Day in Argentine is in summer. In the southern hemisphere the autumn months are March, April and May and the spring months are September, October and November. In the tropics there are only two seasons, the wet season and the dry season. There the temperature is almost always the same at noon.

Answer the following questions on the Reading Passage:

1. How many months are there in a year?
2. What is the fifth month of the year?
3. How many seasons are there in a year?
4. What month is it now?
5. What season is it now?
6. What are the spring months in Germany?
7. What is the harvest season in Canada?
8. What is the harvest season in Chile?
9. What is the hot season in your country?
10. What is the cold season in your country?
11. Which season do you like best?
12. Is it hot or cold today?
13. What are the spring months in Australia?

NEW WORDS

<i>season</i>	[ˈsiːzən]	<i>summer</i>	[ˈsʌmə(r)]
<i>northern</i>	[ˈnɔːðən]	<i>June</i>	[dʒuːn]
<i>hemisphere</i>	[ˈhemisfiə(r)]	<i>July</i>	[dʒuˈlaɪ]
<i>winter</i>	[ˈwɪntə(r)]	<i>August</i>	[ˈoːɡəst]
<i>December</i>	[diˈsembə(r)]	<i>autumn</i>	[ˈoːtəm]
<i>January</i>	[ˈdʒʌnjuəri]	<i>September</i>	[sepˈtembə(r)]
<i>February</i>	[ˈfebruəri]	<i>October</i>	[okˈtəubə(r)]
<i>to snow</i>	[snəu]	<i>November</i>	[nəuˈvembə(r)]
<i>March</i>	[mɑːtʃ]	<i>fruits</i>	[fruːts]
<i>April</i>	[ˈeɪprəl]	<i>harvest</i>	[ˈhɑːvɪst]
<i>May</i>	[meɪ]	<i>southern</i>	[ˈsʌðən]

<i>Christmas</i>	[ˈkrɪsməs]	<i>aeroplane</i>	[ˈɛərəpleɪn]
<i>tropic</i>	[ˈtrɒpɪk]	<i>New Zealand</i>	[njuˈzɪlənd]
<i>wet</i>	[wet]	<i>Bolivia</i>	[bəˈlɪviə]
<i>temperature</i>	[ˈtɛmpɪrɪtʃə(r)]	<i>Peru</i>	[pəˈruː]
<i>almost</i>	[ˈoːlməʊst]		

GRAMMATICAL EXPLANATIONS

Formación de los tiempos.—Es fundamental que el alumno tenga una idea exacta de la formación de los tiempos en inglés. Suponemos igualmente un dominio completo, a estas alturas, de la forma de interrogar y negar cualquier oración.

Vamos a enunciar la formación de los ocho tiempos verbales que el alumno aprendió en el primer año de esta obra más dos nuevos: el *Future Perfect* y el *Conditional Perfect*, seguido de un cuadro que comprenda a todos ellos.

Su formación es como sigue:

El "*Simple Present*" de cualquier verbo inglés, menos *to be* y *to have*, es igual al infinitivo sin *to* del verbo. Cuando no se trata de un verbo defectivo, las terceras personas del singular toman una "*s*" o "*es*". Es decir, que el *Simple Present* de las terceras personas del singular de todo verbo *normal* (menos *to be* y *to have*) es igual al infinitivo sin *to* del verbo más "*s*" o "*es*". Ej.: *I eat; he eats.*

El "*Simple Past*" de cualquier verbo inglés, si se trata de un verbo irregular, es igual a la segunda columna del verbo. Si se trata de un verbo regular, es igual al infinitivo sin *to* de ese verbo más "*d*" o "*ed*". Contrariamente a lo que sucede en el *Simple Present*, la forma del verbo en el *Simple Past* es la misma para todas las personas. Ej.: *I ate; he ate.*

NOTA.—Los únicos *tiempos simples* de todo verbo inglés son el *Simple Present* y el *Simple Past*. Todos los demás tiempos son *compuestos* o *perfectos*.

El "*Present Perfect*" se forma con el *Simple Present* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I have eaten.*

El "*Past Perfect*" se forma con el *Simple Past* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I had eaten.*

El "*Present Continuous or Progressive*" se forma con el *Simple Present* del verbo *to be* más el gerundio del verbo principal. Ej.: *I am eating.*

El "*Past Continuous or Progressive*" se forma con el *Simple Past* del verbo *to be* más el gerundio del verbo principal. Ej.: *I was eating*.

El "*Future Simple*" se forma con *shall* o *will* más el infinitivo sin *to* del verbo principal. Ej.: *I shall eat*.

El "*Future Perfect*" se forma con el *Future Simple* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I shall have eaten*.

El "*Conditional Simple*" se forma con *should* o *would* más el infinitivo sin *to* del verbo principal. Ej.: *I should eat*.

El "*Conditional Perfect*" se forma con el *Conditional Simple* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I should have eaten*.

He aquí todos los tiempos enunciados, conjugados en primera y tercera personas del singular del verbo:

<i>Speak</i>	<i>Spoke</i>	<i>Spoken</i> = hablar
I speak He speaks		} <i>Simple Present</i>
I spoke He spoke		} <i>Simple Past</i>
I have spoken He has spoken		} <i>Present Perfect</i>
I had spoken He had spoken		} <i>Past Perfect</i>
I am speaking He is speaking		} <i>Present Continuous or Progressive</i>
I was speaking He was speaking		} <i>Past Continuous or Progressive</i>
I shall speak He will speak		} <i>Simple Future</i>
I shall have spoken He will have spoken		} <i>Future Perfect</i>
I should speak He would speak		} <i>Simple Conditional</i>
I should have spoken He would have spoken		} <i>Conditional Perfect</i>

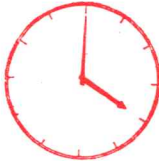
HOW TO TELL THE TIME

What time is it?

What time is it by your watch, Henry?



It is one o'clock



It is four o'clock



It is eight o'clock



It is five (minutes) PAST
nine

* It is nine five



It is a quarter PAST nine

It is nine fifteen



It is half PAST nine

It is nine thirty



It is twenty (minutes) TO
ten

It is nine forty



It is a quarter TO ten

It is nine forty-five



It is five (minutes) TO ten

It is nine fifty-five

* Esta segunda forma se emplea para referirse a los horarios de trenes y aviones.

EXPRESSIONS

<i>My watch is right</i>	=	Mi reloj va bien
<i>Your watch is wrong</i>	=	Tu reloj va mal
<i>This watch tells the correct time</i>	=	Este reloj señala la hora correcta
<i>My watch is out of order</i>	=	Mi reloj está roto, estropeado
<i>My watch is five minutes slow</i>	=	Mi reloj va cinco minutos retrasado
<i>Your watch is two minutes fast</i>	=	Tu reloj va dos minutos adelantado

THE DAYS OF THE WEEK

<i>Sunday</i>	[ˈsʌndi]	domingo	<i>Thursday</i>	[ˈθəːzdi]	jueves
<i>Monday</i>	[ˈmʌndi]	lunes	<i>Friday</i>	[ˈfraidi]	viernes
<i>Tuesday</i>	[ˈtjuːzdi]	martes	<i>Saturday</i>	[ˈsatədi]	sábado
<i>Wednesday</i>	[ˈwenzdi]	miércoles			

THE MONTHS OF THE YEAR

<i>January</i>	[ˈdʒʌnjuəri]	enero	<i>July</i>	[dʒuˈlai]	julio
<i>February</i>	[ˈfebruəri]	febrero	<i>August</i>	[ˈoːgəst]	agosto
<i>March</i>	[maːtʃ]	marzo	<i>September</i>	[sepˈtembə(r)]	septiembre
<i>April</i>	[ˈeiprəl]	abril	<i>October</i>	[okˈtəubə(r)]	octubre
<i>May</i>	[mei]	mayo	<i>November</i>	[nəʊˈvembə(r)]	noviembre
<i>June</i>	[dʒuːn]	junio	<i>December</i>	[diˈsembə(r)]	diciembre

THE SEASONS OF THE YEAR

THE CARDINAL POINTS

<i>spring</i>	[sprɪŋ]	primavera	<i>north</i>	[noːθ]	norte
<i>summer</i>	[ˈsʌmə(r)]	verano	<i>south</i>	[sauθ]	sur
<i>autumn (fall)</i>	[ˈoːtəm (foːl)]	otoño	<i>east</i>	[iːst]	este
<i>winter</i>	[ˈwintə(r)]	invierno	<i>west</i>	[west]	oeste

CARDINAL NUMBERS

ORDINAL NUMBERS

FRACTIONS

one	1	first	1st	
two	2	second	2nd	<i>a half</i>
three	3	third	3rd	<i>a third</i>
four	4	fourth	4th	<i>a fourth</i>
five	5	fifth	5th	<i>a fifth</i>
ten	10	tenth	10th	<i>a tenth</i>
twenty	20	twentieth	20th	<i>a twentieth</i>
thirty	30	thirtieth	30th	<i>a thirtieth</i>
forty	40	fortieth	40th	<i>a fortieth</i>
fifty	50	fiftieth	50th	<i>a fiftieth</i>
sixty	60	sixtieth	60th	<i>a sixtieth</i>
seventy	70	seventieth	70th	<i>a seventieth</i>
eighty	80	eightieth	80th	<i>an eightieth</i>

ninety	90	ninetieth	90th	<i>a ninetieth</i>
a hundred	100	hundredth	100th	<i>a hundredth</i>
a thousand	1,000	thousandth	1,000th	<i>a thousandth</i>
a million	1,000,000	millionth	1,000,000th	<i>a millionth</i>

EXERCISES

A) *Make these sentences, first interrogative and then negative:*

Ex.: *Did Jane give a party last week?*

No, Jane didn't give a party last week.

- | | |
|--|---|
| 1. Jane gave a party last week. | 11. Jane knows Mr. Smith. |
| 2. Her brother played the guitar. | 12. The train arrived early. |
| 3. Nan drank quite a lot. | 13. I saw your friend last week. |
| 4. I like the cinema. | 14. Hugh and Jane went to the movies on Sunday. |
| 5. She bought a new dress. | 15. He had a table in his room. |
| 6. He did very little last night. | 16. Helen has my books. |
| 7. They lived some time in that house. | 17. The boys were late for school. |
| 8. Cervantes wrote Don Quijote. | 18. The door was closed last night. |
| 9. He understands what the teacher says. | 19. He came yesterday evening. |
| 10. Mary's mother told her to come. | 20. They go there every night. |

B) *Put in "a", "an", "some" or "any":*

- | | |
|--|--|
| 1. I have — good books. | 10. Were there — clothes on the hook? |
| 2. Have you — money? | 11. There wasn't — ox in the yard. |
| 3. There is — book on the table. | 12. There weren't — dogs in the kennel. |
| 4. There are — students in the class. | 13. Was there — apple on the tree? |
| 5. Is there — man in the aero-plane? | 14. There were — ducks on the pond. |
| 6. There isn't — milk in the glass. | 15. Peter has — bottle in his hand. |
| 7. There aren't — horses in the field. | 16. Hugh and Jane have — nice car. |
| 8. Are there — words on the black-board? | 17. Has Alfred — telephone in the library? |
| 9. There was — dog in the kennel. | 18. Have your friends — money? |
| | 19. They haven't — piano. |

C) *Put in the appropriate missing words:*

- | | |
|--|---|
| 1. There are four — in a year. | 14. Santiago of Chile is — of Lima. |
| 2. There are sixty — in an hour. | 15. La Paz is — of Callao. |
| 3. The first — of the week is Sunday. | 16. Buenos Aires is — of Antofagasta. |
| 4. There are — minutes in three hours. | 17. Quito is — of Cuzco. |
| 5. The summer months in England are —. | 18. South Africa is — of Argentina. |
| 6. The harvest season in New Zealand is —. | 19. France is — of England. |
| 7. There are — months in a year. | 20. Spain is in the — hemisphere. |
| 8. Germany is in —. | 21. Paraguay is in the — hemisphere. |
| 9. There are — days in three months. | 22. September is the — month of the year. |
| 10. Bolivia is in —. | 23. Wednesday is the — day of the week. |
| 11. — is the last month of the year. | 24. — are the first two months of the year. |
| 12. The spring months in Peru are —. | 25. — is the first day of the week |
| 13. — is the first month of the year. | |

D) *Ask questions using "how much" or "how many". The following sentences are the answers:*

Ex.: *How many desks are there here?*

- | | |
|----------------------------------|--|
| 1. There are twenty desks here. | 6. Mary is giving Henry four apples. |
| 2. She is opening one window. | 7. There were seven birds on the tree. |
| 3. They can buy two books. | 8. Mary must study two lessons. |
| 4. Mr. West has a lot of money. | 9. He received a lot of money. |
| 5. The poor man had three ducks. | 10. The dog has killed two hens. |

DICTATION

Albert went on a journey to South America. He worked very hard and became rich. He had a lot of money and he travelled a lot. Sometimes he went by plane and sometimes he went by sea. He visited many countries and lived in big and small cities.

PRONUNCIATION EXERCISE

Comparación de sonidos

(i:)	(i)
leave	live
meal	mill
field	filled
reach	rich
sheep	ship
seat	sit
eats	its
heat	hit
seen	sin
feel	fill

LESSON TWO

Has he been **here** before? ↗

Yes, he **has**. ↘

No, he **hasn't**. ↘

Mrs. Wilson Goes Shopping



It is Monday morning. Mrs. Wilson got up early. She made breakfast for the family and then cleaned the house. Now she is going shopping. She takes her shopping-bag and her purse, puts on her hat and coat and gets into the car. She drives to the super-market, and parks outside it.

At the super-market, she takes a wheeled basket for the things she is going to buy. She takes a large packet of sugar off a shelf, a smaller packet of salt and

a large packet of flour. She then sees a box of spaghetti which she puts into her basket. She then goes to where the tins are and takes two large tins of sardines, three tins of corned beef, a large tin of cooking fat and some other things.

She then goes to the meat counter and buys some meat for lunch and dinner.

Last of all, she buys some vegetables and a lot of fruit. She has to pay a lot of money at the cashier's desk on her way out. She is glad when she gets to her car because her shopping bag is heavy.

Answer the following questions on the Reading Passage:

1. Is it Saturday morning?
2. Did Mrs. Wilson get up late?
3. What did she do for the family?
4. Where is she going now?
5. What does she put on?
6. What does she take?
7. Where does she go to?
8. Is the sugar in a small packet?
9. Where was the packet of sugar?
10. Were the sardines in a packet?
11. How many tins of corned beef did Mrs. Wilson buy?
12. What did she buy for lunch?
13. What did she buy last of all?
14. Where did she pay?
15. Why was she glad when she got to her car?

NEW WORDS

<i>to go shopping</i>	[ˈgəʊ ˈʃɒpɪŋ]	<i>salt</i>	[so:lt]
<i>family</i>	[ˈfæmɪli]	<i>flour</i>	[ˈflaʊə(r)]
<i>shopping-bag</i>	[ˈʃɒpɪŋ bag]	<i>spaghetti</i>	[spəˈɡeti]
<i>purse</i>	[pɜ:s]	<i>sardine</i>	[saːˈdi:n]
<i>to get into</i>	[ˈget ˈɪntu]	<i>corned beef</i>	[ˈko:nd ˈbi:f]
<i>super-market</i>	[ˈsu:pəˈma:kit]	<i>cooking fat</i>	[ˈkʊkɪŋ fat]
<i>to park</i>	[pa:k]	<i>counter</i>	[ˈkaʊntə(r)]
<i>wheeled-basket</i>	[ˈwi:ld ˈba:skɪt]	<i>cashier</i>	[kaˈʃiə(r)]
<i>packet</i>	[ˈpakɪt]	<i>way out</i>	[ˈwei ˈaʊt]
<i>to take off</i>	[ˈteɪk ˈɒf]	<i>to get to</i>	[ˈget tu]
<i>shelf</i>	[ʃelf]	<i>heavy</i>	[ˈhevi]

GRAMMATICAL EXPLANATIONS

Interrogativa y negativa de los tiempos simples de los verbos auxiliares "to be", "to have" y los "defectivos".—Los tiempos simples de los verbos "to be", "to have" y los defectivos "can", "may", "must", "should", "will", "ought" no necesitan de auxiliar alguno para hacer la interrogativa y negativa

Su interrogativa es por *inversión*. La negativa se hace poniendo *not* detrás del verbo en forma afirmativa.

Affirmative	Interrogative	Negative
They can give it to you	Can they give it to you?	<i>They cannot give it to you.</i>
He has a sister	Has he a sister?	<i>He hasn't a sister.</i>
These books are hers	Are these books hers?	<i>These books are not hers.</i>
It may be open	May it be open?	<i>It may not be open.</i>
Henry must study	Must Henry study?	<i>Henry must not study.</i>
She ought to do it	Ought she to do it?	<i>She ought not to do it.</i>

NOTA.—Los verbos defectivos solamente tienen tiempos simples.

Interrogativa y negativa de los tiempos simples de los verbos "completos o normales".—Los *tiempos simples* de estos verbos sí necesitan de las formas auxiliares (*do, does, did*) para hacer la interrogativa y negativa. Se usan *do, does* para el "Simple Present". Se usa *did* para el "Simple Past" con todas las personas.

Affirmative	Interrogative	Negative
Mary writes well	Does Mary write well?	<i>Mary does not write well.</i>
They know Peter	Do they know Peter?	<i>They do not know Peter.</i>
You lived here	Did you live here?	<i>You did not live here.</i>
Henry went there	Did Henry go there?	<i>Henry did not go there.</i>

Interrogativa y negativa de los tiempos compuestos de "todos" los verbos ingleses.—Los tiempos perfectos o compuestos de todos los verbos ingleses no necesitan de auxiliar alguno para hacer la interrogativa y negativa.

La interrogativa es por *inversión*. La negativa se hace poniendo *not* detrás del verbo auxiliar de la forma afirmativa.

Affirmative	Interrogative	Negative
He has been here	Has he been here?	<i>He has not been here.</i>
They had seen you	Had they seen you?	<i>They had not seen you.</i>
She is writing	Is she writing?	<i>She is not writing.</i>
They were studying	Were they studying?	<i>They were not studying.</i>
Peter will come	Will Peter come?	<i>Peter will not come.</i>

EXERCISES

A) Write these sentences in the "Simple Present":

Ex.: It goes up and up.

- | | |
|--------------------------------|--|
| 1. It went up and up. | 7. This man took it there. |
| 2. He came with us. | 8. She rubbed the ring with her hand. |
| 3. They were asleep. | 9. He could not go into the cave. |
| 4. The thieves ran away. | 10. There were many things on the table. |
| 5. He bought many things. | |
| 6. The woman shut this window. | |

B) Write these sentences in the "Simple Past":

Ex.: He *did* it in this way.

- | | |
|--|---|
| 1. He does it in this way. | 5. We are reading a book. |
| 2. They cannot help us. | 6. I shall become rich. |
| 3. This man has been a very good cook. | 7. It is raining very hard. |
| 4. The child is writing on this stone. | 8. He goes back home. |
| | 9. There are many people in this village. |

C) Write these sentences in the "Present Perfect":

Ex.: He *has done* it very well.

- | | |
|--|--|
| 1. He did it very well. | 6. The little girl dresses her dolls. |
| 2. We went there twice. | 7. Midas changed these things into gold. |
| 3. She will cook the eggs for us. | 8. They got a lot of money. |
| 4. These people are going to live in my country. | 9. He will be happy to meet you. |
| 5. The hen laid a golden egg. | 10. This big ant bit my foot. |

D) Write these sentences in the "Past Perfect":

Ex.: He *had done* it only once.

- | | |
|-------------------------------------|-------------------------------------|
| 1. He did it only once. | 6. They were going to take the bus. |
| 2. They shot the wolf. | 7. He talked to them. |
| 3. The boy will become a great man. | 8. This man worked very hard here. |
| 4. We shall save a lot of money. | 9. Is your brother here? |
| 5. He waited for a long time. | 10. Do they clean the rooms? |

PRONUNCIATION EXERCISE

Comparación de sonidos

(i)	(e)
it	ate (también se pronuncia <i>eit</i>)
bit	bet
pin	pen
till	tell
built	belt
tin	ten
hill	hell
sit	set
fill	fell
big	beg

LESSON THREE

Is **this** Peter's pen? ↗

No, it isn't Peter's. It's **mine**. ↘

Hugh and His Mother



Hugh is speaking with his mother in their small house. Mrs. Carter is a widow. Her husband died some years ago and Hugh has always lived with his mother. Now Hugh wants to get married. He wants to marry Jane Wilson, but both, Jane and he do not want to live with Mrs. Carter. They want their own house.

Hugh: Mother, I asked Jane to marry me. You know I love her.

Mrs. Carter: I'm so glad. She will be an excellent wife. Where are you going to live?

Hugh: That is the problem, Mother. We would both like to have our own house.

Mrs. Carter: Of course. I know you would both like to have your own house. This house is too small and not very nice. We must think what to do.

Answer these questions:

1. Who is Hugh speaking to?
2. Where are they?
3. What is Mrs. Carter?
4. When did her husband die?
5. Who has Hugh always lived with?
6. What is Mrs. Carter's house like?
7. What does Hugh want to do?
8. Who does Hugh want to marry?
9. What do they both want?
10. What would Jane make?
11. What is their problem?
12. What does Mrs. Carter say?

NEW WORDS

widow	[ˈwɪdəʊ]	Guatemala	[gwatiˈma:lə]
excellent	[ˈeksələnt]	toy	[tɔɪ]
problem	[ˈprɒbləm]	maid	[meɪd]

GRAMMATICAL EXPLANATIONS

Pronombres personales en los casos nominativo, objetivo y posesivo.—Los pronombres personales pueden estar en los casos *nominativo, objetivo y posesivo*:

<i>Pronombre</i> <i>Nominativo</i>	<i>Pronombre</i> <i>Objetivo</i>	<i>Adjetivos</i> <i>Posesivos</i>	<i>Pronombres</i> <i>Posesivos</i>
---------------------------------------	-------------------------------------	--------------------------------------	---------------------------------------

I	have a ball, it was given to <i>me</i> ,	it is <i>my</i> ball, the ball is <i>mine</i> .
You	have a ball, it was given to <i>you</i> ,	it is <i>your</i> ball, the ball is <i>yours</i> .
He	has a ball, it was given to <i>him</i> ,	it is <i>his</i> ball, the ball is <i>his</i> .
She	has a ball, it was given to <i>her</i> ,	it is <i>her</i> ball, the ball is <i>hers</i> .
It	has a ball, it was given to <i>it</i> ,	it is <i>its</i> ball.
We	have a ball, it was given to <i>us</i> ,	it is <i>our</i> ball, the ball is <i>ours</i> .
You	have a ball, it was given to <i>you</i> ,	it is <i>your</i> ball, the ball is <i>yours</i> .
They	have a ball, it was given to <i>them</i> ,	it is <i>their</i> ball, the ball is <i>theirs</i> .

Obsérvese el uso de los Pronombres Personales caso *nominativo* y *objetivo* en los siguientes ejemplos:

Henry and I are friends; *I* love *my friend* and *my friend* loves *me*.
Yes, I love *him* and *he* loves *me*.

Mary and Peter married; *Mary* loves *Peter* and *Peter* loves *Mary*.
Yes, *she* loves *him* and *he* loves *her*.

This is my car; *my car* is there, I like *my car*.
Yes, *it* is there, I like *it*.

They are Helen's roses; *Helen's roses* are red, I can see *Helen's roses*.
Yes, *they* are red, I can see *them*.

You and your brother live here; I know *you and your brother*.
Yes, *you* live here; I know *you*.

These boys know *Peter and me* and *Peter and I* know *these boys*.
Yes, *they* know *us* and *we* know *them*.

Obsérvese el uso de los Adjetivos y Pronombres Posesivos en los siguientes ejemplos:

Pronombre Adjetivo

Is this Peter's pen? No, it is not Peter's; it is *mine*, this is *my* pen.
No, it is not Peter's; it is *yours*, this is *your* pen.
No, it is not Peter's; it is *his*, this is *his* pen.
No, it is not Peter's; it is *hers*, this is *her* pen.
No, it is not Peter's; it is *ours*, this is *our* pen.
No, it is not Peter's; it is *yours*, this is *your* pen.
No, it is not Peter's; it is *theirs*, this is *their* pen.

R h y m e

If all the world were paper,
If all the sea were ink,
If all the trees were bread and cheese,
What should we have to drink?

EXERCISES

A) Write these sentences in the "Present Continuous":

NOTA.—Este tiempo denota que la acción expresada por el verbo se está realizando en el momento de escribir o hablar.

Ex.: She *is making* tea in the kitchen.

- | | |
|--|---|
| 1. She makes tea in the kitchen. | 7. We learn English now. |
| 2. I write with my brother's pen. | 8. The pupils write on the black-board. |
| 3. They lived in Guatemala. | 9. The men shot rabbits in this forest. |
| 4. You buy toys for your children. | 10. Mrs. Green opens the windows. |
| 5. Do you drink coffee? | |
| 6. She throws bread to the little ducks. | |

B) Write these sentences in the "Past Continuous":

NOTA.—Este tiempo denota que la acción expresada por el verbo se estaba realizando en el momento de escribir o hablar.

Ex.: We *were having* lunch with them.

- | | |
|---|---|
| 1. We had lunch with them. | 6. Mr. Brown will plant a tree. |
| 2. Peter will help me. | 7. The poor man slept under this tree. |
| 3. They threw the flowers into the sea. | 8. She stood on the wall. |
| 4. You worked very hard. | 9. The boys took the chairs into the house. |
| 5. She answered the questions. | |

C) Write these sentences in the "Future Simple":

Ex.: He *will bring* the milk in a pot.

- | | |
|--------------------------------------|--|
| 1. He brought the milk in a pot. | 6. He waits until you come. |
| 2. Peter told us a story. | 7. The maid bought a new hat. |
| 3. We had lunch with Henry. | 8. The cat did not fall from the wall. |
| 4. Our son is a good boy. | 9. We drank a glass of wine. |
| 5. They have sent the roses to Mary. | 10. We gave the money to the maid. |

D) *Put in the right form of the verb given in brackets:*

- | | |
|--|---|
| 1. Will you (give) me your pen? | 11. She (read) an interesting book now. |
| 2. He has (be) here three times. | 12. Why did you (do) it, Peter? |
| 3. Ruth (dress) in her bedroom. | 13. We (go) there last night. |
| 4. We have (eat) two apples. | 14. She (clean) the house every day. |
| 5. Do you (put) sugar in your coffee? | 15. Have you (hide) my books? |
| 6. She (go) to school every day. | 16. Are the hens (eat) bread? |
| 7. Has Jane (dress) her dolls? | 17. Who has (take) my pen? |
| 8. Helen and Eric (go) to the same school. | 18. Will Paul (go) with you? |
| 9. Miss Green (teach) us English. | 19. Don't (call) that boy, please. |
| 10. The boy (study) his lessons every day. | 20. My friend (be) in London last week. |

PRONUNCIATION EXERCISE

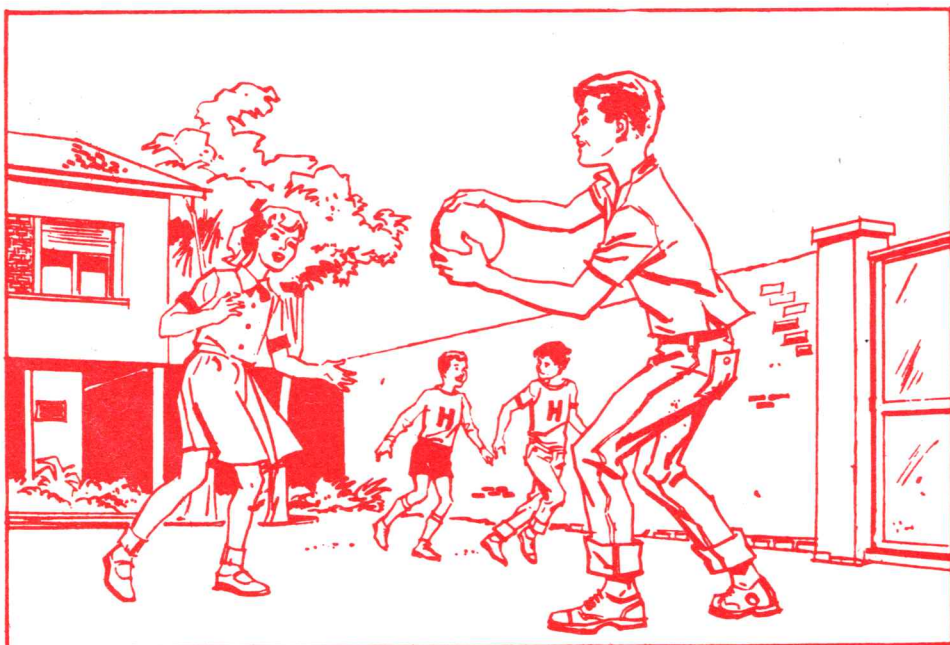
Comparación de sonidos

(e)	(a)
bed	bad
head	had
said	sad
lend	land
men	man
set	sat
pen	pan
bet	bat
then	than
beg	bag

LESSON FOUR

He will enjoy himself. \

In the School-yard



It is the morning break. The students are in the yard. John and Mary are playing with a ball. John is throwing the ball to her; she is catching it and throwing the ball back to him. They are shouting to each other while they are playing.

John: Catch this ball! I shall throw it hard at you, and then you can throw it hard at me and I shall catch it.

Mary: All right. I'll try and catch it.

* * *

Nan and Jill are playing with a doll.

Nan: Give me the doll.

Jill: No, it is mine. It isn't yours. I shall not give you my doll.

Nan: Tell me, did you yourself make this doll?

Jill: Yes, I made it myself.

Nan: Didn't your mother help you?

Jill: No, I made the doll by myself. She helped me with the dress. How old is your little sister?

Nan: She is four.

Jill: Can she wash and dress herself?

Nan: She can wash herself, but she can't dress herself; but my little brother Tom, who is five can wash and dress himself.

Answer the following questions on the Reading Passage:

1. Is it the afternoon break?
2. Are the students in the classroom?
3. Who are playing with the doll?
4. Who is throwing the ball?
5. Who is catching the ball?
6. What are they doing while they are playing?
7. What does John want Mary to do?
8. What will Mary try and do?
9. What does Nan say to Jill?
10. Whose doll is it?
11. Who made it?
12. Did Jill's mother help her make it?
13. How old is Nan's little sister?
14. What can't she do?

NEW WORDS

to enjoy [in'dʒɔi]

to shout [ʃaʊt]

each other [i:tʃ 'ʌðə(r)]

to try [traɪ]

by myself [baɪ maɪ'self]

GRAMMATICAL EXPLANATIONS

La oración reflexiva en inglés.—Puede decirse que no existen verbos propiamente reflexivos en inglés como los hay en español. Cuando un verbo es transitivo puede usarse en forma reflexiva en inglés colocando detrás los siguientes *Pronombres Reflexivos*:

<i>Myself</i>	=	me
<i>Yourself</i>	=	te, se
<i>Himself</i>	=	se
<i>Herself</i>	=	se
<i>Itself</i>	=	se
<i>Ourselves</i>	=	nos
<i>Yourselves</i>	=	os, se
<i>Themselves</i>	=	se

Muy pocos son los verbos que exigen el pronombre reflexivo, y la casi totalidad de los verbos que el alumno conoce no lo toman normalmente.

Se usan cuando la claridad o el significado que queramos dar a lo que decimos lo exige:

He will <i>enjoy himself</i> there	=	<i>El disfrutará allí.</i>
The girl <i>hurt herself</i> with this glass	=	<i>La niña se lastimó con este vaso.</i>
We <i>lost ourselves</i> among the crowd	=	<i>Nos perdimos entre el gentío.</i>
These women <i>talk to themselves</i>	=	<i>Estas mujeres se hablan a sí mismas.</i>
Yes, he <i>teaches himself</i> Spanish	=	<i>Sí, él se enseña español a sí mismo.</i>
The dog <i>saw itself</i> in the water	=	<i>El perro se vio en el agua.</i>
You should <i>help yourself</i> first	=	<i>Deberías ayudarte a ti primero.</i>

En la mayoría de los demás casos, los pronombres reflexivos se omiten:
a) Por no ser éstos necesarios. *b)* Por tener el verbo fuerza intransitiva ya de por sí:

<i>a)</i> He is <i>dressing</i> now	=	El <i>se</i> está vistiendo ahora.
Peter does not <i>shave</i> yet	=	Pedro no <i>se</i> afeita todavía.
Have you <i>washed</i> today?	=	¿Te has lavado hoy?
Mary <i>combs</i> her hair in the bath-room	=	María <i>se</i> peina en el cuarto de baño.

- b) The earth *moves* around the sun = La Tierra *se mueve* alrededor del Sol.
 The sun *sets* in the West = El Sol *se pone* por el Oeste.
 "Prospero *turned* to Ferdinand": = " Próspero *se dirigió* a Fernando"
 The waves of the sea *move* = Las olas del mar *se mueven*.

EXERCISES

A) *Translate these sentences into English:*

- | | |
|---|--|
| 1. El estaba siempre estudiando. | 6. No, él no estaba durmiendo entonces. |
| 2. Ellos estaban viendo la televisión. | 7. ¿Estaba lloviendo en la ciudad? |
| 3. ¿Estaba ella lavando? | 8. ¿Estuvieron ellos montando en mi caballo? |
| 4. Los alumnos no estaban escuchando. | 9. ¿Por qué estábais haciendo ruido? |
| 5. ¿Estuvisteis jugando al fútbol ayer? | 10. Ella no estuvo paseando conmigo. |

B) *Answer the following questions:*

- | | |
|--|--|
| 1. How are you? | 12. How many pupils are there in your class? |
| 2. How is your father now? | 13. Where are your books? |
| 3. How old are you? | 14. Where do you live? |
| 4. Who are you? | 15. How far is your house from here? |
| 5. What are you? | 16. At what time do you get up every day? |
| 6. What colour is your hair? | 17. How many hours do you sleep? |
| 7. How do you get to school? | 18. What do you usually have for breakfast? |
| 8. How much did you pay for your school-bag? | 19. What do you usually have for lunch? |
| 9. Who is teaching you English? | 20. What do you usually have for dinner? |
| 10. How do you like it? | |
| 11. How many sentences did you answer? | |

C) *Put the verb in brackets in the "Simple Future":*

Ex.: If it rains, I *shall be* at home.

- | | |
|---|---|
| 1. If it rains, I (be) at home. | 7. If you work, you (become) rich. |
| 2. He (see) Mary if he goes there. | 8. I (buy) it if I like it. |
| 3. If you look for it, you (find) it. | 9. If you tell the story, I (listen) to it. |
| 4. She (understand) it if she listens. | 10. I (take) Peter to school if you want. |
| 5. She (be) happy if she gets it. | |
| 6. Paul (pass) his examination if he studies. | |

D) *Write these sentences in the "Simple Past":*

Ex.: Mr. Brown *was* a good man.

- | | |
|---------------------------------------|---|
| 1. Mr. Brown is a good man. | 6. We live in a very big city. |
| 2. They have seven donkeys. | 7. Arthur has my red pen. |
| 3. Helen is writing in her copy-book. | 8. Those children are in the fields. |
| 4. The boys have sat on this stone. | 9. Mr. West lives near here. |
| 5. Roger is putting on his hat. | 10. Margaret sees your head from there. |

PRONUNCIATION EXERCISE

Comparación de sonidos

(a)	(a:)
at	art
hat	heart
cat	cart
am	arm
ant	aunt
pack	park
pat	part
had	hard
match	march/March
back	bark

LESSON FIVE

I always travel by myself. ↘

A Visit to a Bank



Mrs. Carter has gone to see her bank manager. She has always used the same bank and the bank manager, Mr. Hinkley, is a great friend of hers. She is waiting outside his office. Mr. Hinkley's secretary comes out.

Secretary: Good morning, Mrs. Carter. Mr. Hinkley can see you now.

Mrs. Carter: Thank you. (She goes into Mr. Hinkley's office.)

Mr. Hinkley: Good morning, Mrs. Carter. It is a pleasure to see you. What brings you to the bank so early? Please sit down.

Mrs. Carter: Good morning, Mr. Hinkley. I have come about some business.

Mr. Hinkley: I know that already. Only people come to my office to see me about business, but tell me, how are you and how is Hugh?

Mrs. Carter: We are both very well. I want to see you about Hugh. He is going to get married.

Mr. Hinkley: Congratulations!

Answer the following questions:

1. Who has Mrs. Carter gone to see?
2. What has she always used?
3. Who is the bank manager?
4. What is Mr. Hinkley?
5. Where is Mrs. Carter waiting?
6. Who comes out?
7. What does she say to Mrs. Carter?
8. Where does Mrs. Carter go?
9. What does Mr. Hinkley ask her?
10. What had Mrs. Carter come about?
11. What did Mr. Hinkley know already?
12. What do the people who come to his office want?
13. Have you ever visited a bank manager in his office?
14. What is Hugh going to do?
15. What did Mr. Hinkley say?

NEW WORDS

<i>bank</i>	[bæŋk]	<i>to rise</i>	[raɪz]
<i>manager</i>	[ˈmænɪdʒə(r)]	<i>state</i>	[steɪt]
<i>secretary</i>	[ˈsekɹətəri]	<i>to post</i>	[pəʊst]
<i>congratulations</i>	[kəŋgrætʃuˈleɪʃəns]	<i>dirty</i>	[ˈdɜːti]
<i>thief</i>	[θiːf]	<i>police</i>	[pəˈliːs]
<i>germ</i>	[dʒəːm]	<i>suitcase</i>	[ˈsjuːtkeɪs]
<i>wound</i>	[wuːnd]		

GRAMMATICAL EXPLANATIONS

Pronombres personales enfáticos.—Estos pronombres tienen la misma forma que los reflexivos, y pueden ir en la oración: *a)* Detrás del verbo, precedidos del complemento; *b)* delante del verbo, precedidos del sujeto.

La forma *a)* es la más normal. La forma *b)* no es tan usual, pero sí más enfática:

- | | | |
|---|---|------------------------------------|
| <i>a)</i> He built the house <i>himself</i> | } | <i>El mismo construyó la casa.</i> |
| <i>b)</i> He <i>himself</i> built the house | | |

- a) Did Mary make her dress *herself*?
b) Did Mary *herself* make her dress? } ¿Se hizo Maria el vestido ella misma?
- a) We cooked the food *ourselves*
b) We *ourselves* cooked the food } Nosotros mismos cocinamos la comida.

NOTA.—Los pronombres enfáticos precedidos de “by” indican que la acción expresada por el verbo la realiza el sujeto *solo, sin ayuda*.

Así:

I always travel *by myself* *Yo siempre viajo solo.*
 He loaded the lorry *by himself* = *El cargó el camión solo. (sin ayuda)*
 We shall have to do it *by ourselves* = *Tendremos que hacerlo solos. (sin ayuda)*

Los pronombres recíprocos.—Para expresar reciprocidad en inglés nos servimos de los siguientes *Pronombres Recíprocos*:

EACH OTHER = *se, nos, os.* (Para dos personas o sujetos)

ONE ANOTHER = *se, nos, os*. (Para más de dos personas o sujetos)

Henry and Paul help *each other*
Peter and I write to *each other*
once a year

= Enrique y Pedro se ayudan.
= Pedro y yo nos escribimos una vez
al año.

Mary and these girls visit *one*
another = María y estas muchachas se visitan.

You and your cousins love *one*
another = Tú y tus primos os queréis.

EXERCISES

A) *In place of the words in italics, put their corresponding personal pronouns:*

Ex.: *They* saw *us*.

1. *Henry, Peter and Paul saw Mary and me.*
2. *The boy watched the thieves stealing the money.*
3. *Germs got into the wound.*
4. *The donkey carried the wood to the house.*
5. *Mr. and Mrs. Brown brought sweets to Henry.*
6. *The sun rises very early now.*

7. *The cook cooks the food in the kitchen.*
8. *The little girl played with her dolls.*
9. *Did Peter tell you and Henry to come?*
10. *The moon is in the sky.*
11. *Mr. Gardner wrote to Charles and me.*
12. *Yes, you and this boy hid the books.*
13. *Your brother showed the pictures to Mary.*
14. *The drawing was done by my brother.*
15. *Please give the cake to the children.*
16. *The lady put her jewels in the box.*
17. *The mice ate the cheese.*
18. *The old woman poured the oil on the thieves.*
19. *The man drove the horses to the field.*
20. *The door opened and the men came in.*
21. *Did Henry's sister put the roses here?*
22. *The doctor didn't know how to kill the germs.*
23. *The roads were in a bad state.*
24. *The letter was written by Mr. Gardner.*
25. *This gentleman danced with you and Ruth.*
26. *Charles and you cut the tree.*
27. *Henry and Peter threw the stones.*
28. *Peter and I wanted to buy the car.*
29. *The boxes were sent to the servant.*
30. *Mary has brought the hat for this girl.*

B) *In place of the words in italics, put:* a) Personal Pronouns. b) Possessive Pronouns:

Ex.: *My sister's car* is better than $\left\{ \begin{array}{l} \text{a) } \textit{It} \text{ is better than Henry's.} \\ \text{b) } \textit{Hers} \text{ is better than Henry's.} \end{array} \right.$

1. Mr. Brown's *children* played with this boy.
2. He ate *Henry's* cakes.
3. *Henry and Paul's* sister is prettier than Mary.
4. *These* boy's books are better than ours.
5. Did you write it with *this* boy's pen?
6. Mrs. White's *hens* live in this hut.
7. *This* boy's exercise is the best of all.
8. I should like to play with *these* children's toys.
9. Does he use *Peter's and Paul's* pencils?
10. *That* man's children are playing.
11. *This* horse's head is black and white.
12. I don't like Mrs. Green's house; it is small.

- | | |
|--|---|
| 13. Yes, <i>Peter's school-bag</i> was hidden here. | 17. She put <i>Mary's shoes</i> under this table. |
| 14. I cannot give you <i>this man's hat</i> . | 18. <i>This dog's legs</i> were very dirty. |
| 15. <i>Henry's car and mine</i> are the fastest. | 19. He danced with this <i>lady's daughters</i> . |
| 16. Is she looking for <i>Peter's books and mine</i> ? | 20. <i>This man's son and mine</i> go to the same school. |

C) *Add an apostrophe ('), or an "s" and apostrophe where necessary:*

- | | |
|--|--|
| 1. These boys pencils are all red. | 6. This ass legs are white. |
| 2. Peter and Henry father is a good man. | 7. Do not eat these children sweets. |
| 3. Was the hens hut on fire? | 8. The birds head could be seen from here. |
| 4. Do you know Mr. James car? | 9. He gave the money to Mr. Green mother. |
| 5. Peter, Henry and Mary school-bags are here. | 10. Do you like those women hats? |

D) *Make these sentences emphatic by using the appropriate emphatic pronoun:*

- | | |
|--|---|
| 1. Did you post the letter? | 7. Did the boy draw the picture? |
| 2. I can give you the money. | 8. They took my suitcases into the house. |
| 3. Mary made the dress. | 9. Mrs. Green cooked the two rabbits. |
| 4. Yes, the dog opened the door. | 10. The policeman led me round the city. |
| 5. The little boy telephoned the police. | |
| 6. Does Margaret drive the car? | |

DICTATION

Hugh had a problem. He lived with his mother in a small house. The house was hers. Hugh did not earn very much money. He wanted to get married, but Jane did not want to live with his mother. She wanted her own house and Hugh had no money to buy it.

PRONUNCIATION EXERCISE

Comparación entre sonidos

(a:)

(o)

cart

cot

part

pot

heart

hot

last

lost

(u)

(u:)

full

fool

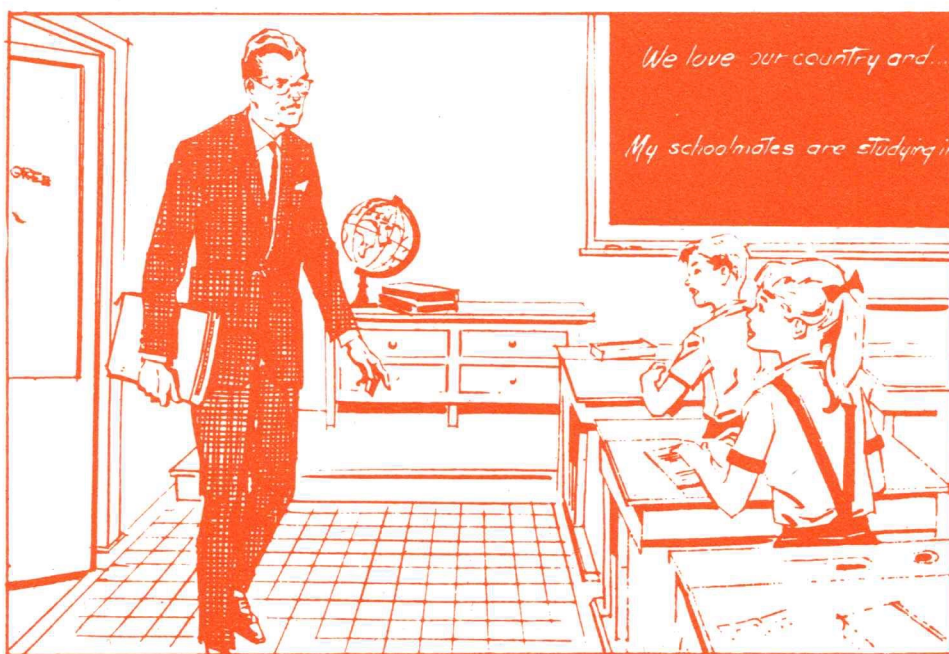
pull

pool

LESSON SIX

He is the **man** who **did** it. ↘

In Class



Mary, who is a very clever girl, is copying some sentences that are on the blackboard. She is using a pen that her mother gave her. Mr. Ley, who is her teacher, comes into the room. He sees a pen on the floor and asks Mary:

Mr. Ley: Whose pen is this? Is this your pen, Mary?

Mary: No, Mr. Ley. It isn't my pen.

Mr. Ley: Are you doing what I told you to do?

Mary: Yes, I'm copying the sentences which are on the blackboard.

Mr. Ley: What pen are you writing with?

Mary: I'm writing with the pen which my mother gave me.

Mr. Ley: (*looking out of the window*) Are those the girls that came late this morning?

Mary: No, those are the girls that I came to school with and I came early this morning.

Mr. Ley: Tell me what time you came.

Mary: I came at ten to nine.

Mr. Ley: Who will you go home with?

Mary: I'll go home with my friends.

Mr. Ley: Which friends?

Mary: The ones who live in my street.

Mr. Ley: Are those the girls whose father is a doctor?

Mary: No, those are the girls who live next door.

Nan: (*coming into the room and speaking to Mary*) Is that the pen which I left on my desk?

Mary: That is the pen that Mr. Ley found on the floor.

Answer the following questions on the Reading Passage:

1. Who is the clever girl?
2. What sentences is she copying?
3. What pen is she writing with?
4. What is Mr. Ley?
5. What does Mr. Ley see on the floor?
6. What question does he ask?
7. Is Mary doing what Mr. Ley told her to do?
8. What does he ask about the pen she is using?
9. What does Mr. Ley ask of the girls in the yard?
10. Which girls are in the yard?
11. At what time did Mary come?
12. Who will she go home with?
13. Which friends will she go home with?
14. Where do her friends live?

NEW WORDS

<i>clever</i>	[ˈklevə(r)]	<i>to consider</i>	[kənˈsɪdə(r)]
<i>to look out of</i>	[ˈlʊk ˈaʊt əv]	<i>to pull down</i>	[ˈpʊl ˈdaʊn]
<i>painter</i>	[ˈpeɪntə(r)]		

GRAMMATICAL EXPLANATIONS

Los pronombres relativos.—El pronombre relativo se pone en lugar del nombre y también une oraciones. El nombre al cual se refiere se llama su *antecedente*.

Los pronombres relativos son:

<i>Para personas</i>		<i>Para todo</i>	<i>Para animales y cosas</i>	
<i>Subject</i>	<i>Object</i>	<i>Possessive</i>	<i>Subject</i>	<i>Object</i>
WHO	WHOM	WHOSE	WHICH	WHICH
THAT	THAT	<u>WHAT</u>	THAT	THAT

El significado de los pronombres relativos en español:

WHO = *que, quien, quienes.*

WHOM = *que, a que, a quien, a quienes, el que, a la que, a los que, a las que.*

WHICH = *que, el que, la que, los que, el cual, la cual, los cuales, las cuales.*

THAT = *que, el que, la que, los que, las que, el cual, la cual, los cuales, las cuales.* Sustituye a *who, whom, which* (En oraciones especificativas o determinativas). *That* va siempre en asociación con los superlativos en el segundo término de la oración.

WHOSE = *cuyo, cuya, cuyos, cuyas.*

WHAT = *lo que.*

NOTA.—*Who, whom* se usan para *personas*. *Which* es un pronombre relativo usado para *cosas y animales*. *Whose* y *that* se usan para *personas y cosas*.

WHO = He is the man *who/that* works with my father.
These are the girls *who/that* study in Paris.
The people *who/that* came here were Mexican.

WHOM = That is the boy *whom/that* we saw.
Those are the girls *whom/that* I knew.
That was the servant *whom/that* he had.

OBSERVACIÓN: Ya no se usa *whom* en el lenguaje corriente. Igualmente, se tiende siempre a omitir el pronombre en el caso objetivo. Véase más adelante.

WHICH = This is the house *which/that* is always shut.
That is the car *which/that* we bought.
The horse *which/that* you saw is mine.

WHOSE = This is the woman *whose* son studies with me.
He is the writer *whose* name is known everywhere.
That is the house *whose* garden is so large.
That is the house *the garden of which* is so large.

NOTA.—Cada vez se prescinde más de “whose” y “of which”.

Así decimos: The house with the large garden.
The room with the dirty floor.

WHAT = Tell me *what* you saw there.
I know *what* he did yesterday.
They are not quite sure *what* they will do.

Observaciones sobre “WHAT” y “WHICH”.—Tanto “*what*” como “*which*” se traducen por *lo que* en español. Usamos “*what*” cuando el antecedente *no va expreso*.

Tell me *what* you want to know about the journey.
He told me he had been to Rome, *which* I did not believe.

Toda preposición rige al pronombre en caso objetivo.—Cuando una preposición precede a un pronombre, este pronombre está siempre en caso objetivo:

This is the boy *with whom* I study.
That is the girl *to whom* I sent the flowers.
This is the house *in which* I live.

Todo pronombre relativo en caso objetivo puede ser omitido.—Cuando un pronombre relativo está en caso objetivo, el pronombre puede omitirse. Pero si este pronombre relativo, al ser omitido, va precedido de una preposición, ésta *debe* ser colocada al final de la oración:

Con pronombre y preposición

That is the man *whom* they saw.
This is the car *which* he bought.
That is the woman *to whom* I spoke.
This is the pen *with which* I wrote
the book.

Sin pronombre relativo

That is the man they saw.
This is the car he bought.
That is the woman I spoke *to*.
This is the pen I wrote the book
with.

También *se omiten los relativos* corrientemente cuando el verbo de la oración subordinada está en voz pasiva o en la forma continuá:

The sweets (that are) sold here are very good.
The man (who is) smoking a cigarette is Mr. West.

NOTA.—No debemos olvidar que las preposiciones, frecuentemente, se colocan en inglés al final de la oración subordinada, especialmente en conversación. Pero *es de rigor hacerlo* en el caso de que una preposición rija a *that*. Porque "*that*" *no admite preposición delante*:

Con otro relativo

Those are the boys with *whom* I
study.
This is the woman *to whom* I sent
the flowers.
That is the plane in *which* we flew.

Con "that"

Those are the boys *that* I study
with.
This is the woman *that* I sent the
flowers *to*.
That is the plane we flew *in*.

Oraciones relativas explicativas.—Hemos dicho al principio que *that* sustituye a *who*, *whom*, *which*. No obstante, esto no es posible cuando se trata de esta clase de oraciones.

Mr. Brown, *who* was a great painter, died yesterday.
John, *whom* I had always considered a good boy, stole the car.
The house, *which* my father bought when I was ten years old,
was pulled down.

EXERCISES

A) Put in "who", "whom", "whose", "which", "what", "that":

- | | |
|--|---|
| 1. The servants saw — Midas had done. | 6. I cannot tell you — dog it is. |
| 2. The girl — you met is my sister. | 7. They live in the house in — we saw them. |
| 3. He did not know — rang the bell. | 8. He always gives me — he does not want. |
| 4. Clarice was the girl — cleaned the pots. | 9. This is the girl — dances so well. |
| 5. My brother, — is in Paris, speaks French. | 10. The man — you met was Mr. Brown. |

B) Write these sentences in the "Simple Past":

Ex.: He *did* his homework every night.

- | | |
|---|---|
| 1. He does his homework every night. | 6. The woman washes my clothes every day. |
| 2. The boy is hitting his poor donkey. | 7. We are adding numbers. |
| 3. They shoot rabbits here. | 8. The mice have hidden in this hole. |
| 4. My father is going to do it. | 9. Paul is leading the donkey along the street. |
| 5. Those children have thrown the stones. | 10. He reads the newspaper every day. |

C) Put in the right form of the verb given in brackets:

- | | |
|--|--|
| 1. Did you eat a lot? No, (eat) very little. | 6. David has (catch) a rabbit. |
| 2. It (be) very good that day. | 7. Has he (be) a good boy today? |
| 3. Where does Peter (live)? | 8. Who is (help) him now? |
| 4. What are you (do) now? | 9. Why does this boy (hide) there? |
| 5. He (have) lunch at noon every day. | 10. My brother (read) this book every day. |

- | | |
|---|-------------------------------------|
| 11. Did you see that? No, I (be) not here. | 15. Why is he (stand) on that wall? |
| 12. Did this boy (bite) you? No, it (be) Henry. | 16. There (be) five children here. |
| 13. What was (fall) from the window? | 17. Does he (study) hard? |
| 14. We were not (throw) stones. | 18. Who (give) you this money? |
| | 19. Ruth (understand) a lot. |
| | 20. No, they were not (listen). |

D) *Say and write the three principal parts of the following verbs:*

1. open.—2. shut.—3. fall.—4. see.—5. find.—6. make.—7. say.—8. get.—
 9. give.—10. call.—11. catch.—12. mean.—13. save.—14. die.—15. become.—
 16. eat.—17. read.—18. quarrel.—19. swim.—20. understand.

PRONUNCIATION EXERCISE

Comparación entre sonidos

(o)

pot
 shot
 cock
 cod
 cot
 spot

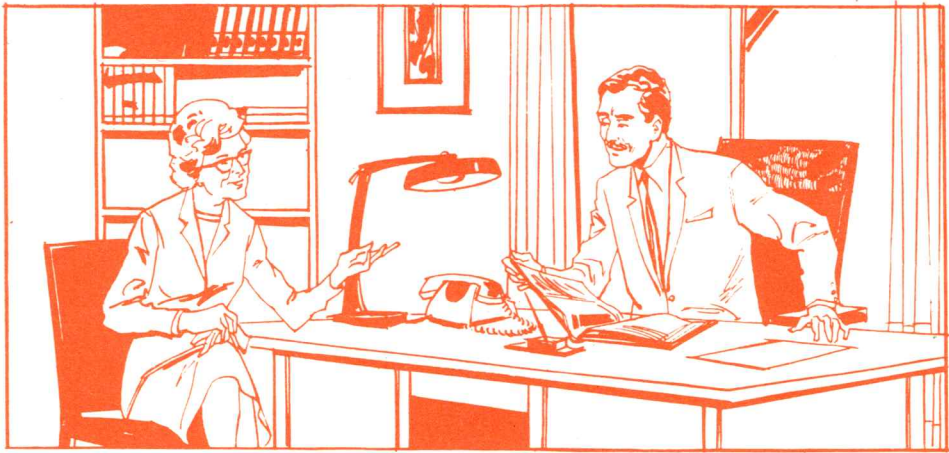
(o:)

port
 short
 cork
 cord
 court
 sport

LESSON SEVEN

Who was that book written by? \

A Conversation with the Bank Manager



Mrs. Carter is in the bank manager's office. She has told him that Hugh is going to get married. Mr. Hinkley, who is an old friend of hers, has congratulated her.

Mr. Hinkley: Who is the lucky girl?

Mrs. Carter: She is Jane Wilson. Her father has a very nice farm.

Mr. Hinkley: Yes, I know the Wilsons. Well, what do you want to see me about?

Mrs. Carter: Jane and Hugh want to have a house of their own and I would like to buy it for them, as a wedding-present.

Mr. Hinkley: That is going to cost a lot of money.

Mrs. Carter: I know that. I have some stocks which do not bring in a lot of money and I would like to sell them.

Mr. Hinkley: Let me see. You have ten thousand dollars in Goodyear Rubber Products Corporation. Do you want to sell them?

Mrs. Carter: Yes, I do.

Answer the following questions:

1. Where is Mrs. Carter?
2. What has she told Mr. Hinkley?
3. What has Mr. Hinkley done?
4. What does Mr. Hinkley ask?
5. What has Mr. Wilson?
6. Does Mr. Hinkley know the Wilsons?
7. What does Mr. Hinkley ask Mrs. Carter?
8. What would Mrs. Carter like to do?
9. What kind of a present does Mrs. Carter want to give them?
10. What would it cost?
11. What has Mrs. Carter?
12. What don't they bring in?
13. What would she like to do with them?
14. How much money has she in the stocks?

NEW WORDS

<i>to congratulate</i>	[kon'gratjuleit]	<i>stocks</i>	[stoks]
<i>lucky</i>	['lʌki]	<i>to bring in</i>	['briŋ 'in]
<i>wedding-present</i>	['wediŋ 'prezənt]	<i>let me see</i>	['let mi 'si:]

GRAMMATICAL EXPLANATIONS

Pronombres interrogativos relativos.—Los pronombres interrogativos relativos se emplean para hacer preguntas. Son los mismos pronombres que los relativos, excepto "*that*".

El significado de los Pronombres Interrogativos en español es el siguiente:

WHO?	=	¿Quién?, ¿quiénes?
WHOM	=	¿A quién?, ¿a quiénes?
WHICH?	=	¿Cuál?, ¿cuáles?, ¿quién?, ¿quiénes?
WHOSE?	=	¿De quién?, ¿de quiénes?
WHAT?	=	¿Qué?

NOTA.—Se usan para personas *who*, *whom*, *whose*. Igualmente *which* cuando establece una selección entre un número limitado de ellas:

Who is the man sitting over there?
Who put these flowers here?
Whom did you see at the party last night?
At *whom* did the boy throw the stone?
To *whom* has he given my books?
With *whom* does Peter go to the pictures?
Which of the men do you know?
Which of the three books did you buy for me?
Whose is that green car?
Whose father is Mr. Brown?
What shall we have for lunch?
What was he doing?

Obsérvense los ejemplos siguientes:

- | | |
|---|--|
| a) <i>Who</i> was the book written <i>by</i> ?
<i>Who</i> did you give my book <i>to</i> ? | b) By <i>whom</i> was the book written?
To <i>whom</i> did you give my book? |
| <i>Who</i> is he writing <i>to</i> ?
<i>Who</i> is Peter dancing <i>with</i> ?
<i>Who</i> does she know in this city? | To <i>whom</i> is he writing?
With <i>whom</i> is Peter dancing?
<i>Whom</i> does she know in this city? |
| <i>Who</i> did you invite to dinner?
<i>Who</i> is this present <i>for</i> ? | <i>Whom</i> did you invite to dinner?
For <i>whom</i> is this present? |

NOTA.—Aunque en todos los ejemplos de a) el pronombre *who* está en caso objetivo, es esta la forma en que se expresa un inglés cuando habla. Y así es *cómo* debemos expresarnos nosotros también al hablar inglés.

En *b)* vemos los mismos ejemplos, pero con *whom* en vez de *who*. Es muy raro que un inglés se exprese de este modo. Pero es así como tendrá que hacerlo el alumno en los *exámenes escritos*.

Las formas *b)* se encuentran también en cierta literatura y escritos redactados en estilo formal.

RHYME

The Bird in the Woods

I would not in a cage be shut,
Though it of gold should be;
I love best in the woods to sing,
And fly from tree to tree.

<i>woods</i>	[wudz]	bosque
<i>cage</i>	[keidʒ]	jaula
<i>though</i>	[ðəu]	aunque

EXERCISES

A) *Make the following sentences future by using the "going to" form:*

Ex.: I *am going to* study with my friend Ernest.

- | | |
|-----------------------------------|---|
| 1. I study with my friend Ernest. | 6. He is teaching us German. |
| 2. They gave Peter their toys. | 7. My father is reading the news-
paper. |
| 3. He lives in a small town. | 8. They had a cup of tea. |
| 4. Henry met her at the party. | 9. The boy became strong. |
| 5. It is all right. | 10. She swims in this river. |

B) *Make these sentences negative:*

- | | |
|---|--|
| 1. Give the money to your brother. | 4. Please go to the garden. |
| 2. Open your book now. | 5. Write your name on the black-
board. |
| 3. Write this note in your copy-
book. | 6. Ride on my bicycle. |

- | | |
|-------------------------------------|-------------------------------|
| 7. Bite your nails. | 9. Put my books on your desk. |
| 8. Go out of the classroom, please. | 10. Sit down on that chair. |

C) *Put in the missing prepositions:*

- | | |
|--|--------------------------------------|
| 1. Yes, he is a friend — mine. | 7. Did she go — see her mother? |
| 2. He works — night. | 8. They talked — their business. |
| 3. Father bought it — us. | 9. We walked — hours — the country. |
| 4. She threw herself — the pond. | 10. Is it important — you — do that? |
| 5. Is it hot — winter? | |
| 6. Kenneth did the exercise — himself. | |

D) *Translate these sentences into English:*

- | | |
|---|---|
| 1. ¿Lo traducirás luego? | 6. ¿Escribirán ellos la próxima semana? |
| 2. Estudiaremos francés el año próximo. | 7. Será muy fácil comprenderlo. |
| 3. Te llamaremos a las ocho. | 8. ¿Lo conseguirá él pronto? |
| 4. Seréis felices allí. | 9. Estoy seguro que será bueno. |
| 5. El nos ayudará con su dinero. | 10. ¿Lloverá mañana por la mañana? |

E) *Put in the missing interrogative pronouns:*

- | | |
|---------------------------------------|---|
| 1. — was Don Quijote written by? | 5. — do you prefer, the cinema or the theatre? |
| 2. — famous book did Cervantes write? | 6. For — is this letter? |
| 3. — did you give the book to? | 7. — did the boy speak to? |
| 4. — book is this, yours, or mine? | 8. — did the man say to you? |
| | 9. — pen are you writing with? |
| | 10. — is the capital of Bolivia, La Paz or Sucre? |

PRONUNCIATION EXERCISE

Comparación entre sonidos

(Λ)	(a)
but	bat
mud	mad
cup	cap
cut	cat
hut	hat
run	ran
much	match
begun	began
sung	sang
luck	lack

LESSON EIGHT

Does he **want** any cigarettes? ↗

Yes, he **wants** some cigarettes. ↘

No, he **doesn't want** any cigarettes. ↘

Housework



Yesterday Jane helped her mother with the housework. After breakfast Jane cleared the table while her mother washed up. Jane put everything away and then dried up. After that, they went upstairs to make the beds, to sweep the rooms and dust them. Jane likes using the vacuum cleaner because it does not raise any dust, and she cleaned the stair carpet with the vacuum cleaner. When they finished the bedrooms, they went downstairs and Mrs. Wilson made a pot of tea for Jane and herself. After their rest Jane tidied up the sitting-room while

Mrs. Wilson cleaned the bathroom and put the dirty clothes in the washing machine. Jane also swept the dining-room carpet with the vacuum cleaner, put the chairs in order and dusted the furniture. It was then time to go shopping.

Answer the following questions on the Reading Passage:

1. Who is Jane's mother?
2. Who did Jane help yesterday?
3. What did she do after breakfast?
4. Who washed up?
5. Who dried up?
6. Do you ever wash up?
7. Who washes up at your home?
8. Do you ever make your bed?
9. Who swept the bedrooms?
10. Do you ever sweep your room?
11. Do you ever dust the furniture?
12. Why does Jane like using the vacuum cleaner?
13. What did they do when they finished the bedroom?
14. Do you know how to make tea?

NEW WORDS

<i>housework</i>	[ˈhaʊswə:k]	<i>to raise</i>	[reɪz]
<i>to clear</i>	[kliə(r)]	<i>carpet</i>	[ˈkɑ:pɪt]
<i>to wash up</i>	[ˈwɒʃ ˈʌp]	<i>stair carpet</i>	[ˈsteəˈkɑ:pɪt]
<i>to put away</i>	[ˈput əˈwei]	<i>washing machine</i>	[ˈwɒʃɪŋməˈʃi:n]
<i>to dry up</i>	[ˈdraɪ ˈʌp]	<i>dining-room</i>	[ˈdaɪnɪŋrʊm]
<i>to sweep</i>	[swi:p]	<i>order</i>	[ˈo:də(r)]
<i>to dust</i>	[dʌst]	<i>furniture</i>	[ˈfə:nɪtʃə(r)]
<i>vacuum cleaner</i>	[ˈvækjuəmˈkli:nə(r)]		

GRAMMATICAL EXPLANATIONS

Compuestos con "some", "any", "no", "every".—Con las palabras *some*, *any*, *no*, *every*, se forman varios compuestos. Conozcamos y expliquemos el significado

de cada uno de estos adjetivos, pronombres o adverbios aisladamente; el significado de los compuestos a que dan lugar, y su uso en oraciones.

SOME = *A little, a few = a small quantity or number of* = un poco, algo, alguno, algunos, una pequeña cantidad o número de.

ANY = *Some = a little, a few = a small quantity or number of* = un poco, algo, algunos, una pequeña cantidad o número de.

NO = *Not any = not a* = ningún, ninguna.

EVERY = *Each, all* = cada, todo.

Compuestos a que dan lugar

SOME	+	{	THING	<i>something</i>	= Alguna cosa, algo.
			BODY	<i>somebody</i>	= Alguno, a, alguien.
			ONE	<i>someone</i>	= <i>Somebody</i> = alguno, a, alguien.
			WHERE	<i>somewhere</i>	= En algún lugar o sitio, en alguna parte.
			TIME	<i>sometimes</i>	= <i>At times = from time to time</i> , a veces, de vez en cuando.

ANY	+	{	THING	<i>anything</i>	= Cualquier cosa, algo.
			BODY	<i>anybody</i>	= Cualquier, cualquiera, alguien, alguno.
			ONE	<i>anyone</i>	= <i>Anybody</i> = Cualquier, cualquiera, alguien, alguno.
			WHERE	<i>anywhere</i>	= En cualquier sitio o lugar, en cualquier parte.
			TIME	<i>any time</i>	= Cualquier hora, cualquier momento.

NO	+	{	THING *	<i>nothing</i>	= <i>Not anything</i> = Nada.
			BODY	<i>nobody</i>	= <i>No one = not anybody</i> = Nadie.
			ONE	<i>no one</i>	= <i>Nobody</i> = Nadie, ninguno.
			WHERE	<i>nowhere</i>	= <i>Not anywhere</i> = En ningún sitio, en ninguna parte.
			TIME	<i>at no time</i>	= Jamás, nunca.

* Aquí, "no" tiene el mismo sonido que en *none*, y es distinto del de los otros compuestos.

EVERY +	THING	<i>everything</i> = Todo, todas las cosas.
	BODY	<i>everybody</i> = Todos, todo el mundo.
	ONE	<i>everyone</i> = <i>Everybody</i> = Todos, todo el mundo.
	WHERE	<i>everywhere</i> = En todas las partes, en todo lugar.
	TIME	<i>every time</i> = Cada vez, todas las veces.

NOTA.—Generalmente se usan *some, something*, etc., en oraciones afirmativas. Usamos *any, anything, anywhere*, etc., en las oraciones interrogativas y negativas.

Affirmative	Interrogative	Negative
He wants SOME suits.	Does he <i>want any</i> suits?	<i>He does not want any suits.</i>
There is SOMEBODY here.	Is there <i>anybody</i> here?	<i>There is not anybody here.</i>
She is going SOMEWHERE now.	Is she going <i>anywhere</i> now?	<i>She is not going anywhere now.</i>

No obstante, también es cierto que el uso de *any* y *some* depende de la respuesta que uno espere obtener, o que va implícita ya en la pregunta:

SOME	Affirmative	{ I have <i>some</i> friends in this city. My mother has <i>some</i> wine for you.
	Interrogative	{ Do you want <i>some</i> tea? (<i>Ellos esperan que yo diga sí</i>). Are there <i>some</i> people there? (<i>Yo oí el ruido y pregunto</i>).
ANY	Interrogative	{ Has your friend <i>any</i> books to lend me? (<i>Yo no lo sé</i>). Is there <i>anything</i> to see here? (<i>No lo sé y digo anything</i>).
	Negative	{ My friend has not <i>any</i> books to lend you. There is not <i>anything</i> to see here.

EXERCISES

A) *Write the following sentences in the possessive case (genitivo sajón):*

NOTA.—Las oraciones que siguen nunca se escriben en esta forma.

- | | |
|---|---|
| 1. The houses of Mr. Black and Mr. Jepson are pretty. | 11. The flowers of this lady are not beautiful. |
| 2. This is the ring of the princess. | 12. The eyes of these rabbits are very little. |
| 3. I gave the rubber of Mary to Jane. | 13. She found the gloves of Mrs. White. |
| 4. I had not seen the kennel of the dog. | 14. Don't write with the pen of our teacher. |
| 5. She is washing the clothes of her sons. | 15. Did he see the car of Henry, Peter and Paul? |
| 6. Do you see the head of the bear from here? | 16. The tail of this mouse isn't very long. |
| 7. They are the English books of my pupils. | 17. The children of Mr. and Mrs. West are here. |
| 8. You wrote it with the pen of my friend Ann. | 18. Mary is cleaning the room of my little sister. |
| 9. She is going to buy the old car of my brother. | 19. Please send the money to the son of my good friend. |
| 10. Did you work on the farm of that man? | |

B) *Translate these sentences into English:*

- | | |
|----------------------------------|----------------------------------|
| 1. El no lo ha comprendido bien. | 6. Sí, él ha estado enfermo. |
| 2. Ellos nos han esperado aquí. | 7. Ella lo ha comprado para mí. |
| 3. ¿Has venido a vernos? | 8. Ruth no te ha llamado. |
| 4. Ella no ha estudiado en USA. | 9. ¿Has leído este libro? |
| 5. ¿Ha llovido mucho aquí? | 10. El pájaro no ha cantado hoy. |

C) *Make these sentences interrogative and negative:*

Ex.: *Will it be closed?*

No, it won't be closed.

- | | |
|--------------------------|----------------------------|
| 1. It will be closed. | 3. They will help us. |
| 2. He does it very well. | 4. All was ready for them. |

- | | |
|-------------------------------|------------------------------|
| 5. She has been here before. | 8. My friend knew him. |
| 6. He sent it by air. | 9. We shall visit that city. |
| 7. The children played a lot. | 10. She was reading a book. |

D) *Say and write the three principal parts of the following verbs:*

1. be.—2. have.—3. write.—4. stand.—5. sit.—6. put.—7. live.—8. see.—
 9. do.—10. hit.—11. shoot.—12. send.—13. throw.—14. wash.—15. hide.—
 16. add.—17. lead.—18. read.

E) *Put the right prepositions into these sentences:*

- | | |
|--|---|
| 1. Yes, that is all — now. | 6. He goes there — eight o'clock every day. |
| 2. Are you tired — jumping? | 7. She will come to see us — tea. |
| 3. The dog was sleeping — the sun. | 8. They were — church this morning. |
| 4. There were four pictures — the walls. | 9. Who is the girl — the white dress? |
| 5. Can you see them — here? | 10. Mary went to the pictures — her boy-friend. |

PRONUNCIATION EXERCISE

Comparación entre sonidos

(ʌ)	(a:)
cut	cart
cover	carver
hut	heart
done	darn
luck	lark
cuff	calf

LESSON NINE

Were there **any** missing? ↗

No, there were **none** missing. ↘

After the Cinema



Jane and Hugh have been to the cinema and they are now walking home. It is a lovely night and the temperature is ideal.

Hugh: Wouldn't it be lovely if our own home was waiting for us?

Jane: But Hugh, you mustn't speak about those things. You know I would like to marry you, but I don't know if it will be possible.

Hugh: Everything will be all right. I spoke to my mother the other day. I told her we wanted our own house and she agreed. She said the house where we are living is too small for the three of us.

Jane: What do you think she will do?

Hugh: I don't really know, but I have an idea. Yesterday I met Mr. Hinkley, the bank manager, and he congratulated me. I think my mother has been to see him, so, maybe she has an idea.

Jane: Oh! How wonderful!

Answer the following questions:

1. Where have Jane and Hugh been to?
2. What are they doing now?
3. What kind of a night is it?
4. What is the temperature like?
5. Is it cold where you live?
6. What is the temperature like at night where you live?
7. What did Hugh think would be lovely?
8. What did Jane tell Hugh he mustn't speak about?
9. What did Jane tell Hugh that he must know?
10. What didn't she know would be possible?
11. What did Mrs. Carter agree to?
12. What did she say about the house?
13. When did Hugh speak to his mother?
14. Does Hugh know what his mother will do?
15. Who did he meet the other day?

NEW WORDS

<i>ideal</i>	[ai'diəl]	<i>wonderful</i>	['wʌndəfʊl]
<i>possible</i>	['pɒsɪbl]	<i>Scot</i>	[skɒt]
<i>to agree</i>	[ə'gri:]	<i>teashop</i>	['ti:ʃɒp]
<i>idea</i>	[ai'diə]	<i>shy</i>	[ʃai]
<i>maybe</i>	['meɪbi:]	<i>to pour out the tea</i>	['pɔ:r 'aʊt ðə 'ti:]

GRAMMATICAL EXPLANATION

El uso y significado de "ANY" en oraciones afirmativas.—Cuando "any" se encuentra en una oración afirmativa, entonces su significado no es equivalente a "some". Es el siguiente:

ANY = *No matter which* = *it does not matter which* = cualquier, cualquiera.

What colour do you prefer? *Any* colour.

Yes, he will take *any* of these very willingly.

If you wish, you can come at *any* time because I'm going to be at home all day.

Los compuestos "NONE" y "NO ONE".—Estos compuestos son siempre singulares:

All were saved: There was *none* missing.

All were saved: There was *no one* missing.

None of these things appeals to me at all.

Ejemplos del uso de los compuestos con "some", "any", "no", "every"
en oraciones

SOME

Something was burning when I came in.

She bought *something* for her little brother.

I'm sure *somebody* put my school-bag here.

Don't worry, Peter knows *somebody* in this city.

I saw *someone* in that field when coming from the river.

Yes, I put them *somewhere* yesterday.

Sometimes it is very difficult to know the truth.

ANY

Have you *anything* to tell us today?

There was not *anybody* whom I knew.

Anyone can do this work in two hours.

Yes, I'm not going *anywhere* today so you can come.

Have you *anywhere* to go this afternoon?

You can see him eating *at any time*.

NO

Nothing was right for him.

He said he had *nothing* to send to his mother.

Nobody was able to translate the letter.

It is a pity, but *nobody* will speak the truth.
 There was *nobody* on the island when they landed.
 It was very dangerous and *no one* could get into the cave.
No one has used this door for forty years.
None but the brave deserve to succeed.
None of them was mine.
 I looked for my book but it was *nowhere*.
 The little road led *nowhere*.

EVERY

Everything is all right for me, don't worry.
 She was painting *everything* red.
 He is interested in *everything* he sees.
Everybody who goes there is surprised.
Everybody would like to make the trip.
 My friend knew *everything* about it.
 We were not hungry because fish was sold *everywhere*.
Every time I visit London, I go to the same hotel.
 These children make a lot of noise *every time* I come here.

EXERCISES

A) Put in "some", "any", "no", "none", "somebody", "anybody", "nobody", "nothing", "anything", "something", "everybody", "anywhere", "nowhere", "someone", "anyone":

- | | |
|--|--|
| 1. Has your brother — exercise to do? | 9. Yes, — people were having lunch. |
| 2. I have not seen — of your friends. | 10. Do you see —? No, I see — of them. |
| 3. There is — ink in this ink-stand; please put — in it. | 11. I'm sorry I have — to give you today. |
| 4. Has Henry — friends here? | 12. He is not going to buy — in that shop. |
| 5. Is there — in that basket? | 13. She did it without saying — to —. |
| 6. Give him — money; he is very poor. | 14. I heard — speaking in this room. |
| 7. Was — watching television? | |
| 8. No, I was not talking to —. | |

15. Did you put it —? I can't see it.
16. He has — to go this afternoon.
17. I was studying when — rang the bell.
18. She said — but I could not hear.

B) *Make the following sentences interrogative:*

Ex.: *Did she put any here?*

1. She put some here.
2. He is going to draw something.
3. Sometimes they work hard.
4. They knew somebody in the town.
5. David will go somewhere later.
6. The dog saw someone there.
7. The child hid your gloves somewhere.
8. They gave him some money to spend.
9. This woman is interested in something.
10. Mary bought something good for her brother.

C) *Put in reflexive or emphatic pronouns:*

1. She is always looking at — in the mirror.
2. David made them for —
3. As my wife was ill, I cooked the food —.
4. Ruth is very intelligent, she learnt French by —
5. Yes, the dog — was afraid.
6. Yes, they are very strong and can do it by —.
7. Jane is teaching — English.
8. Please don't help me, I want to translate the letter by —.
9. Nobody was there, so the boy hurt — on the head.
10. Don't worry, I'm sure Eric and Henry can do it by —.

D) *In place of the words in italics put their corresponding possessive adjectives:*

Ex.: This is *the teacher's* pen = This is *his* pen.

1. That is *Mary's* handbag.
2. Are those *Nancy's* shoes?
3. That is *Mr. Gardner's* green car.
4. Those are *the boy's* ties.
5. I see *Roger's* pen.
6. Did you hide *Gerald's* books?
7. Are *those girls'* dresses new?
8. Is this *Mr. and Mrs. White's* horse?
9. Those are *these men's* hats.
10. Is this *the dog's* kennel?

DICTATION

Short Story

One day, an Englishman and a Scot went to have tea in a teashop after their work. When the girl put the tea on the table in front of them, the Englishman felt a little shy, as the teapot was in front of him, and he had to pour out the tea, and the ladies usually do this.

So he said to his friend: "Will you be Mother and pour out the tea?". "Certainly", said the Scot, "if you will be Father and pay the bill".

PRONUNCIATION EXERCISE

Comparación entre sonidos

(ə:)

(e)

bird

bed

heard

head

turn

ten

burst

best

weren't

went

learnt

lent

further

feather

LESSON TEN

Has he any **friends** in Canada? ↗

No, he has **no friends** in Canada. ↘

The Shopping List



Mrs. Wilson and Jane are making out the shopping list before going shopping.

Mrs. Wilson: Jane, you write down the things we need. First we need some sugar, some milk, and some bread.

Jane: Have we any honey?

Mrs. Wilson: Is this the honey jar?

Jane: Yes, it is; but there's nothing in it.

Mrs. Wilson: Well, put down some honey. There is no tea in the tin and there isn't much coffee.

Jane: Very good. Can we have something nice for lunch?

Mrs. Wilson: Yes, you can have anything you like.

Jane: Is anybody coming for lunch?

Mrs. Wilson: No, I don't think anybody is coming for lunch. Let me see. No, nobody is coming for lunch.

Jane: Where is Daddy having lunch?

Mrs. Wilson: Somewhere in town. Anywhere he happens to be.

Jane: Can we have chicken for lunch, then?

Mrs. Wilson: Yes, write it down and we shall get some now.

Answer the following questions on the Reading Passage:

1. What time is it?
2. Do you ever make out a shopping list before you go shopping?
3. Do you like going shopping?
4. Who made out the shopping list?
5. What things did they need?
6. Does the milkman bring the milk to your house?
7. What did Jane want?
8. Had they any tea or coffee?
9. Do you like honey?
10. What did Jane want for lunch?
11. What did Mrs. Wilson answer her?
12. Was anybody coming for lunch?
13. Where was Mr. Wilson having his lunch?
14. Who wanted chicken for lunch?

NEW WORDS

<i>shopping list</i>	[ˈʃɒpɪŋ list]	<i>anybody</i>	[ˈenɪbɒdi]
<i>to make out</i>	[ˈmeɪk ˈaʊt]	<i>somewhere</i>	[ˈsʌmwɛə(r)]
<i>to write down</i>	[ˈraɪt ˈdaʊn]	<i>anywhere</i>	[ˈeniwɛə(r)]
<i>to need</i>	[niːd]	<i>to happen to be</i>	[ˈhʌpən tu ˈbiː]
<i>honey</i>	[ˈhʌni]	<i>representative</i>	[reprɪˈzentətɪv]

GRAMMATICAL EXPLANATIONS

La doble "forma" de negar en inglés.—Antes de ilustrar detalladamente esta modalidad diremos que en inglés una "doble negativa" hace a la "oración positiva" y, por tanto, cuando "no" y "none" se encuentran en una determinada oración, el verbo de ésta debe estar en afirmativa.

Tengamos siempre presente también que la negativa del artículo indeterminado *a, an* es "no". Y la negativa del adjetivo *some* es "no" igualmente. Cuando *some* hace funciones de pronombre, su negativa es "none":

They have <i>a</i> house	{ They have <i>not a</i> house. They have <i>no</i> house.
They want <i>some</i> tea	{ They do <i>not want any</i> tea. They want <i>no</i> tea.
They want <i>some</i> of these	{ They do <i>not want any</i> of these. They want <i>none</i> of these.

Obsérvense bien estas igualdades y los ejemplos a continuación:

SOME	= ANY	
NOT A	= NO	(En función de adjetivos)
NOT ANY	= NO	

Have they <i>a</i> representative here?	{ They have <i>not a</i> representative here
They have <i>a</i> representative here.	{ They have <i>no</i> representative here.
Has he <i>any</i> friends in Canada?	{ He has <i>not any</i> friends in Canada.
He has <i>some</i> friends in Canada.	{ He has <i>no</i> friends in Canada.
Does Peter know <i>any</i> people in Quito?	{ Peter does <i>not know any</i> people in
Peter knows <i>some</i> people in Quito.	{ Quito. Peter knows <i>no</i> people in Quito.

NOT ANY = NONE (En función de pronombres)

Have they <i>any</i> of your books?	{ They have <i>not any</i> of your books.
They have <i>some</i> of your books.	{ They have <i>none</i> of your books.
Did he sell <i>any</i> of his horses?	{ He did <i>not sell any</i> of his horses.
He sold <i>some</i> of his horses.	{ He sold <i>none</i> of his horses.

Otro ejemplo:

Did he see any (white horses) on that farm?

- | | |
|--|----------------------|
| 1. He did <i>not</i> see <i>any</i> white horses on that farm. | } <i>Adjetivos.</i> |
| 2. He saw <i>no</i> white horses on that farm. | |
| 3. He did <i>not</i> see <i>any</i> on that farm. | } <i>Pronombres.</i> |
| 4. He saw <i>none</i> on that farm. | |

EXERCISES

A) Put in "*some*", "*any*", "*no*", "*none*", "*somebody*", "*anybody*", "*nobody*", "*nothing*", "*anything*", "*something*", "*everybody*", "*anywhere*", "*nowhere*", "*someone*", "*anyone*":

- | | |
|---|---|
| 1. There is — sugar in the sugar-basin. | 10. Yes, — of them were quite good. |
| 2. Did he give you —? | 11. He did not bring — with him. |
| 3. — hid my books there. | 12. Did he tell you — about it? |
| 4. I wanted to eat — but there was —. | 13. All my pupils worked hard, so — passed his examination. |
| 5. The pupil took — pieces of chalk. | 14. He brought — for his little brother. |
| 6. I don't think I shall need — of his books. | 15. They were good people, — wanted to help me. |
| 7. There was always — to talk about. | 16. I have never heard of — like it. |
| 8. Don't put — on my books. | 17. We don't know him, and — here knows him. |
| 9. It is too much for me, do you want —? | 18. Yes, — was ready to help us. |

B) Make these sentences interrogative and negative:

Ex.: *Are they in the street?*

No, they aren't in the street.

- | | |
|----------------------------|------------------------------------|
| 1. They are in the street. | 5. The cats are eating. |
| 2. Peter hit his dog. | 6. She does her homework at night. |
| 3. His father has a car. | 7. Your friends live in Mexico. |
| 4. Her son is very good. | 8. The children are in the house. |

9. The hen sees the bread.
10. The boy stood on the chair.
11. There is a hill near my house.
12. The man is leading the donkey to the water.
13. The boys threw stones at my hens.
14. He writes in his room.

15. Mary washes her dress twice a week.
16. The pupils are adding numbers.
17. There are five men in the room.
18. It is his pencil-box.
19. Ann put them there.
20. They saw it from the window.

C) *Translate into English:*

1. Creo que ella no quiere engor-
dar.
2. Se está haciendo tarde.
3. Su madre está en la cocina.
4. ¿Qué hace ella ahora?
5. Los niños habían estado en el
parque.
6. No había llovido durante cuatro
meses.
7. ¿Había Pedro pagado la cuenta?

8. Ana no había lavado su vestido
cuando yo llegué.
9. ¿Cómo se llamaba?
10. ¿A quién conoces aquí?
11. ¿De quiénes son esos libros?
12. ¿A quién se parece?
13. Ese es el coche de mi amigo Ri-
cardo.
14. El libro que está en la mesa es
mío.

D) *Answer these questions affirmatively and negatively:*

Ex.: *Yes, he is the happiest of all my friends.*
No, he isn't the happiest of all my friends.

1. Is he the happiest of all your
friends?
2. Is it the largest country in the
world?
3. Is July the hottest month in your
country?
4. Is Ann the tallest girl in your
class?
5. Is Ruth the most beautiful girl
you know?
6. Is he the greatest painter here?
7. Is this the newest building in the
town?

8. Is this the most expensive car
of all?
9. Is he the most generous of your
brothers?
10. Is it the smallest of all?
11. Is David the oldest of all your
friends?
12. Is Rose the most intelligent girl
you know?
13. Is this the easiest lesson in the
book?
14. Is that the longest distance you
have walked?

E) *Make the following sentences negative, using first the "no" form and then, the "not any" or the "not a" form:*

- | | |
|--------------------------------------|------------------------------------|
| 1. She has a hat. | 6. I want some more coffee. |
| 2. He has some money. | 7. I know an American. |
| 3. There are some pens on the table. | 8. There is some honey in the jar. |
| 4. There is some milk in the bottle. | 9. The representative has a car. |
| 5. There is a lamp in this room. | 10. They have some books. |

PRONUNCIATION EXERCISE

Comparación entre sonidos

(ə:)

(a)

bird

bad

heard

had

hurt

hat

(ə:)

(a:)

heard

hard

hurt

heart

stir

star

fur

far

LESSON ELEVEN

He has **not** anything to **tell** me. ↘

He has **nothing** to **tell** me. ↘

A Telephone Conversation



It is Tuesday morning. Mr. Hinkley is in his office. He calls in his secretary.

Mr. Hinkley: "Please get me Mrs. Carter on the phone."

Secretary: "Yes, sir. (She picks up the telephone and dials the number. She listens to the telephone ringing and then says): Hullo! Is that Mrs. Carter?"

Mrs. Carter: "Yes. I am. Who is that?"

Secretary: "I'm Mr. Hinkley's secretary. Will you please wait one minute? Mr. Hinkley wants to speak to you. (She gives Mr. Hinkley the receiver and says). Mrs. Carter is on the phone, sir."

Mr. Hinkley: "Thank you. (He takes the receiver). Hullo! Is that Mrs. Carter? I'm Hinkley."

Mrs. Carter: "Good morning, Mr. Hinkley. Have you any news for me?"

Mr. Hinkley: "Yes, I have very good news for you. I have received an offer for your Goodyear stocks and it is a very good offer. You will make a profit of over 3,000 dollars, and the buyer will pay you in pounds or dollars, as you wish."

Mrs. Carter: "That is very good news. Please sell them for me."

Answer the following questions:

1. What day of the week is it?
2. Where is Mr. Hinkley?
3. Who does he call in?
4. What does he ask her to do?
5. What does his secretary do?
6. Who answers the phone?
7. What does the secretary tell Mrs. Carter?
8. What does she give Mr. Hinkley?
9. What does Mrs. Carter ask him?
10. What kind of news did Mr. Hinkley have?
11. What had he received?
12. What kind of an offer was it?
13. What profit will Mrs. Carter make?
14. How will the buyer pay?
15. What does Mrs. Carter tell Mr. Hinkley to do?

NEW WORDS

<i>to call in</i>	[ˈko:l ˈin]	<i>receiver</i>	[rɪˈsi:və(r)]
<i>on the phone</i>	[on ðə ˈfəʊn]	<i>offer</i>	[ˈɒfə(r)]
<i>phone</i>	[fəʊn]	<i>profit</i>	[ˈprɒfɪt]
<i>to pick up</i>	[ˈpɪk ˈʌp]	<i>buyer</i>	[ˈbaɪə(r)]
<i>to dial</i>	[ˈdaɪəl]	<i>pound</i>	[paʊnd]
		<i>to show</i>	[ʃəʊ]

GRAMMATICAL EXPLANATIONS

Algunos ejemplos más de la doble forma de negar en inglés con los distintos compuestos:

NOT ANY = NO

Affirmative

Negative

He has <i>something</i> to tell me	{	<i>a)</i> He has <i>not anything</i> to tell me. <i>b)</i> He has <i>nothing</i> to tell me.
--	---	---

My brother buys <i>something</i> for you ...	{	<i>a)</i> My brother does <i>not buy anything</i> for you. <i>b)</i> My brother buys <i>nothing</i> for you.
--	---	---

They saw <i>something</i> here	{	<i>a)</i> They did <i>not see anything</i> here. <i>b)</i> They saw <i>nothing</i> here.
--------------------------------------	---	---

There is <i>somebody</i> in the house	{	<i>a)</i> There is <i>not anybody</i> in the house. <i>b)</i> There is <i>nobody</i> in the house.
---	---	---

Mr. Poser knew <i>somebody</i> in the city	{	<i>a)</i> Mr. Poser did <i>not know anybody</i> in the city. <i>b)</i> Mr. Poser knew <i>nobody</i> in the city.
--	---	---

She is going <i>somewhere</i> this afternoon	{	<i>a)</i> She is <i>not going anywhere</i> this afternoon. <i>b)</i> She is going <i>nowhere</i> this afternoon.
--	---	---

She went <i>somewhere</i> yesterday	{	<i>a)</i> She did <i>not go anywhere</i> yesterday. <i>b)</i> She went <i>nowhere</i> yesterday.
---	---	---

James speaks to <i>everybody</i>	{	<i>a)</i> James does <i>not speak to anybody</i> . <i>b)</i> James speaks to <i>nobody</i> .
--	---	---

Margaret saw <i>everything</i>	{	<i>a)</i> Margaret did <i>not see anything</i> . <i>b)</i> Margaret saw <i>nothing</i> .
--------------------------------------	---	---

I like going <i>everywhere</i>	{	<i>a)</i> I do <i>not like going anywhere</i> . <i>b)</i> I like going <i>nowhere</i> .
--------------------------------------	---	--

NOTA.—Generalmente, “*las formas b)*” son siempre más enfáticas que “*las formas a)*”

S o n g



Show me the way to go home
I'm tired and I want to go to bed.
I had a little drink an hour ago
And it's gone right to my head.

EXERCISES

A) *Answer these questions:*

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What did Jane see? 2. Where are you going? 3. Who was Hugh speaking to? 4. What does Peter want? 5. Who do you know in Chicago? 6. What is there on the table? 7. Who is in the house? 8. What is there here? 9. What did she give you? 10. What are you doing? | <ol style="list-style-type: none"> 11. What did he ask her to do? 12. What did the buyer show you? 13. What did the buyer speak about? 14. Did you pick up anything? 15. Was Mr. Hinkley doing anything? 16. Did Mrs. Carter say anything? 17. What did you do yesterday? 18. What has she done? 19. What are you going to do? 20. What have you bought? |
|---|--|

B) *Write these sentences in the Present Continuous and Future Simple:*

Ex.: Mary *is kissing* her mother good night.

Mary *will kiss* her mother good night.

- | | |
|---------------------------------------|---|
| 1. Mary kisses her mother good night. | 6. My cousin studies with me. |
| 2. It rains a lot in this forest. | 7. He touched the dog's head with his hand. |
| 3. The women bought nice new clothes. | 8. The girl lived in my country. |
| 4. This man steals everything. | 9. They planted trees in that hill. |
| 5. She walked with me in the garden. | 10. He stayed with us at the hotel. |

C) *Put in the missing relative pronouns:*

- | | |
|---|--|
| 1. She is the girl — works with Mr. Hinkley. | 6. The boy — came yesterday is my pupil. |
| 2. My sister, — is in Chicago, speaks English well. | 7. That is the house in — he lives. |
| 3. The book — I am reading is very interesting. | 8. Tell me — you are going to do. |
| 4. The man of — you were speaking is here. | 9. I know the man — car was stolen. |
| 5. That is the house — Mrs. Carter is going to buy. | 10. The car — is in the garage is mine. |

D) *Put in the correct emphatic and reflexive pronouns:*

- | | |
|----------------------------------|-------------------------------------|
| 1. I shall do it —. | 7. They lost — in the wood. |
| 2. He cut — while shaving. | 8. The machine works by —. |
| 3. She made the coffee —. | 9. We have to clean the house by —. |
| 4. Did you enjoy — at the party? | 10. Please all of you help — first. |
| 5. We saw — in the mirror. | |
| 6. They — did it. | |

PRONUNCIATION EXERCISE

Comparación entre sonidos

(əu)

goat
road
Polish
won't
Joan
hope

(o)

got
rod
polish
want
John
hop

LESSON TWELVE

Did you ever **hear** such a **thing**? ↗

A Celebration



Two weeks have gone by and Mr. Hinkley has sold Mrs. Carter's Goodyear stocks and has credited her account with the sum of 13,000 dollars. She is very pleased and she has invited Jane to have a drink with her and Hugh. Everything is ready. Jane and Hugh have just come in.

Mrs. Carter: My dear. I am so happy to see you! Come and sit here next to me, Hugh, and bring that bottle of French champagne that is in the "frig". I have had some very good news, and I want to celebrate.

Jane: I don't normally have strong drinks but, if you want to celebrate I will have a small glass.

- Hugh:* Here's a bottle and here are the glasses. Tell us your good news while I open the bottle.
- Mrs. Carter:* I have to tell you that I have sold some stocks that I had and that I have thirteen thousand dollars which I'm going to give Hugh to buy a house.
- Jane:* How wonderful!
- Hugh:* Mother, you *are* marvellous!

Answer the following questions:

1. How much time had gone by?
2. What had Mr. Hinkley sold?
3. How much had he sold them for?
4. What had he done with the amount?
5. Have you a bank account?
6. What had Mrs. Carter done?
7. Who had just come in?
8. Why had they come?
9. Where does Mrs. Carter tell Jane to sit?
10. What did she tell Hugh to do?
11. Where was the bottle of champagne?
12. What doesn't Jane normally drink?
13. What did Hugh bring in?
14. What was Hugh going to do with the bottle?
15. What was the good news?

NEW WORDS

<i>ever</i>	[ˈevə(r)]	<i>"frig"</i>	[frɪdʒ]
<i>such</i>	[sʌtʃ]	<i>to celebrate</i>	[ˈselibreɪt]
<i>celebration</i>	[selɪˈbreɪʃən]	<i>normally</i>	[ˈno:məli]
<i>to go by</i>	[ˈgəʊ ˈbaɪ]	<i>strong drink</i>	[ˈstrɒŋ dɪŋk]
<i>to credit</i>	[ˈkredɪt]	<i>marvellous</i>	[ˈma:vələs]
<i>account</i>	[əˈkaʊnt]	<i>cave</i>	[keɪv]
<i>sum</i>	[sʌm]	<i>narrow</i>	[ˈnærəʊ]
<i>champagne</i>	[ʃamˈpeɪn]	<i>dangerous</i>	[ˈdeɪndʒəs]

GRAMMATICAL EXPLANATIONS

El uso de "ever" y "never":

EVER = *Always, at all times* = siempre, jamás, en todo momento, alguna vez, nunca.

NEVER = *At no time, on no occasion, not ever* = nunca, en ninguna ocasión.

Se usa "ever" en las preguntas, en las negativas, en oraciones con superlativo o duda.

Shall I *ever* forget her?
Did you *ever* hear such a thing?
Have you *ever* been to England?
Is your sister *ever* at home?
If you *ever* come to Spain, you must look me up.
Don't you *ever* write to her?
Do you *ever* put sugar in your coffee?
Don't *ever* come here again.
This is the biggest I have *ever* seen.
He is busier than *ever*.

Actualmente "never" se usa simplemente como una forma enfática de "not".

You need *never* (not) call me Mr. Brown but just Brown.
{ My brother *never* used to behave in such a way.
{ My brother *did not use* to behave in such a way.
It is *never* too late to mend. (Reform is always possible)
I have *never* met your brother.
You have *never* been there with Tom.
She is *never* at home in the mornings.
I shall *never* forget it.
Never in my life have I heard or seen such a thing.
Never mind! (It doesn't matter, don't trouble).

EXERCISES

A) Give the other negative form using "not any":

Ex.: *He hadn't anything to teach me.*

- | | |
|--|---------------------------------------|
| 1. He had nothing to teach me. | 6. There is nowhere for you to sleep. |
| 2. They got none because they were late. | 7. He took her nowhere. |
| 3. He could do nothing to help me. | 8. There was no money left. |
| 4. They have taken none of your books. | 9. The narrow lane led nowhere. |
| 5. There was nobody in the cave. | 10. Give nothing to him. |

B) Give two forms of the negative for each sentence:

Ex.: *Don't do anything; it is dangerous.*
Do nothing; it is dangerous.

- | | |
|--|---|
| 1. Do something; it is dangerous. | 12. I'm going to buy some of these. |
| 2. She likes talking to everybody. | 13. My father bought Jim some toys. |
| 3. If you go there, eat something. | 14. There were some roses in Mary's garden. |
| 4. She needed someone to look after her. | 15. They gave me some money to spend. |
| 5. There was somebody behind the tree. | 16. You should look for it everywhere. |
| 6. Take Peter somewhere with you. | 17. You must bring her something. |
| 7. As it was late, I bought something. | 18. He is going to ask us some questions. |
| 8. They are talking about someone. | 19. Do something for him before leaving. |
| 9. He will send us something. | 20. They have been somewhere this year. |
| 10. The thieves found some money in the box. | |
| 11. Henry and my brother got some. | |

C) Give negative answers in two forms for each question:

Ex.: Have you ever studied German? $\left\{ \begin{array}{l} a) \text{ I have never studied German.} \\ b) \text{ I have not ever studied German.} \end{array} \right.$

1. Had you ever seen a white cow before?
2. Does he ever bring you anything?
3. Did he ever speak in French to you?
4. Does Henry ever come to see you?
5. Does it ever come here?
6. Does he ever get up early?
7. Does Mary ever dress in white?
8. Does she ever smoke?
9. Are you ever at home in the mornings?
10. Has he ever climbed a high mountain?
11. Will he ever start working?
12. Is she ever sad?
13. Do you ever drink wine?
14. Does David ever do his homework?
15. Has he ever been there?
16. Have you ever flown?

D) *Translate these sentences into English:*

1. Nunca habíamos estudiado ninguna lengua sino la nuestra.
2. El nunca da nada a sus sirvientes.
3. Ellos nunca me llevaron allí.
4. El nunca bebe demasiado.
5. No he oído nada.
6. Yo nunca pagué nada por ello.
7. Ella nunca lo usa.
8. Nunca habíamos comido aquella clase de comida.
9. Tu amigo no hará nunca eso.
10. Ella lo perdió en alguna parte.

PRONUNCIATION EXERCISE

Comparación entre sonidos

(əu)

cold
coat
boat
coal
pole
bowl

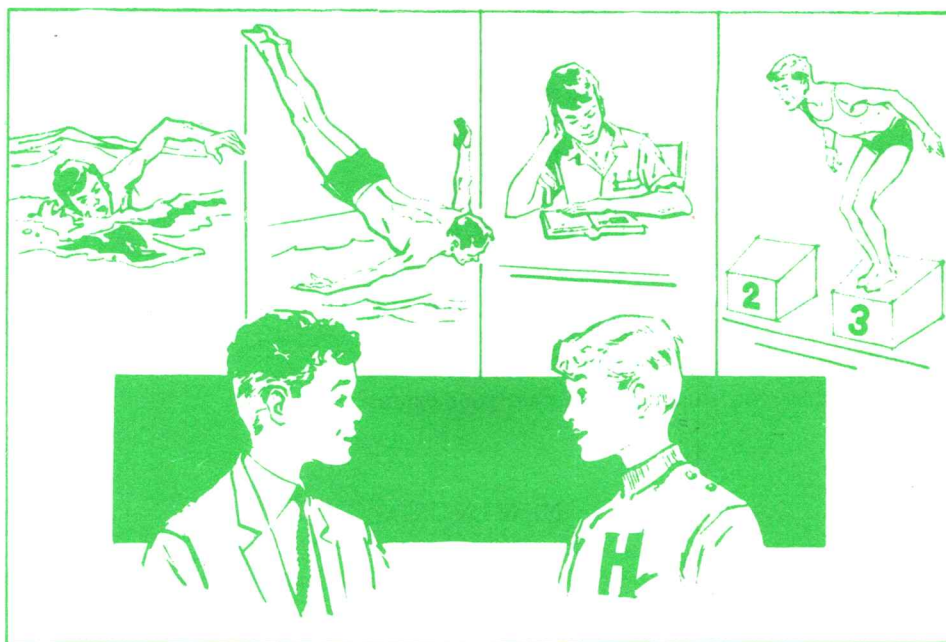
(o:)

called
caught
bought
call
Pall
ball

LESSON THIRTEEN

I could **spea**k **Eng**lish **we**ll when I was in **Eng**land. ↘

The School Team



Harry and Bill are going to school early in the morning. Bill likes swimming a lot.

Harry: Can you do the crawl?

Bill: Not very well. I can do the back-stroke better.

Harry: What about the breast-stroke?

Bill: I could do it quite well before but I haven't practised it for a long time.

Harry: Will you be able to swim for the school?

Bill: I don't know. I would like to, but I should have to practise a lot and I must study hard to pass my exams.

Harry: You may get a place in the team.

Bill: I might, but I don't think so. I should have to train a lot and I just haven't the time.

Answer the following questions on the Reading Passage:

1. Where are the two boys going?
2. What does Bill like?
3. Can you swim well?
4. What styles can you swim?
5. Do you like swimming?
6. Do you ever swim in a swimming-pool?
7. What style can Bill do best?
8. Which is the fastest style?
9. What could Bill swim quite well before?
10. Would he be able to swim for the school?
11. What must Bill do?
12. What might he get?
13. What should he have to do?
14. Has he plenty of time?
15. Must you study hard to pass your exams?

NEW WORDS

<i>team</i>	[ti:m]	<i>to practise</i>	['praktis]
<i>crawl</i>	[kro:l]	<i>to pass an exam</i>	['pa:s ən ig'zam]
<i>back-stroke</i>	['bak 'strəuk]	<i>swimming-pool</i>	['swimiŋ pu:l]
<i>breast-stroke</i>	['brest 'strəuk]	<i>brandy</i>	['brandi]

GRAMMATICAL EXPLANATIONS

Verbos Defectivos.—Todos los verbos que vamos a analizar se llaman *Defectivos* o *Anómalos*. Son *defectivos* porque carecen de algunos de sus tiempos. Estos verbos tienen solamente tiempos simples. Los compuestos los forman con la ayuda de otros verbos completos o normales.

Son *anómalos* estos verbos porque *anómalo* significa no regular, y los verbos defectivos se apartan de la regla a que se ajustan los demás verbos ingleses.

Las principales características de los *Verbos Defectivos* son:

- 1) No tienen infinitivo, ni participio pasivo, ni gerundio.
- 2) Tienen solamente uno o dos tiempos.
- 3) No admiten "s" en la 3.^a persona singular del presente.
- 4) Forman su interrogativa simplemente por *inversión*.
- 5) Hacen su negativa añadiendo "*not*" a la afirmativa.
- 6) No admiten "*to*" detrás de ellos, excepto el verbo *ought to*.

Los verbos defectivos que vamos a analizar son:

CAN - MAY - MUST - SHOULD - OUGHT TO - WILL

Verbo CAN

Tiempo presente: *can*.

Tiempo pasado: *could*.

Tiene dos usos principales:

- 1) Para expresar *ability, faculty, capacity* = *to know how to* = *poder, saber*.
- 2) Para expresar *permission* (en sustitución de *may*).

Con el significado 1):

My friend Jean *can* drive her car very well.

My secretary *can* type in three languages.

Could you lift that big box?

I *could* speak German twenty years ago, but I *cannot* now.

Con el significado 2) (sólo en presente o estilo indirecto):

When you finish your work, James, you *can* go to the pictures.

She said my brother James *could* go to the pictures after his lesson.

NOTA.—La negativa de *can* es *cannot*, todo en una palabra. La contracción corriente es *can't*.

El verbo auxiliar de *can*, con el significado 1), es *to be able to* = *poder, ser capaz*.

Todos los tiempos compuestos de *can* 1) tendrán que formarse con el auxiliar *to be able to*. Así:

I can help you	=	<i>Simple Present</i> .
I could help you	=	<i>Simple Past</i> .
I have been able to help you	=	<i>Present Perfect</i> .
I had been able to help you	=	<i>Past Perfect</i> .
I shall be able to help you	=	<i>Future Simple</i> .
I should be able to help you	}	<i>Conditional Simple</i> .
I could help you		

OBSERVACIÓN.—Conviene hacer notar aquí que las formas *I could*, *I was able*, y las de las demás personas del *pasado* de *can*, *no son siempre* intercambiables. Debemos distinguir entre *potential ability* y *achievement*.

Achievement = *I was able* to speak to many people when I was in England.

Potential ability = *I could* speak English well when I was in England.

Achievement = *I was able* to visit many countries last year. (*Realicé el viaje.*)

Potential ability = I was given leave of absence last year so that I *could* visit various countries. (*Pero no realicé el viaje, aunque me dieron permiso.*)

EXERCISES

A) Write these sentences in the "Present Perfect":

Ex.: He *has been* a good boy.

- | | |
|------------------------------|-----------------------------------|
| 1. He is a good boy. | 5. Mr. Bess lives in this city. |
| 2. My friend was in Paris. | 6. His father shot six rabbits. |
| 3. That man wrote two books. | 7. He did a good thing. |
| 4. It was bad for you. | 8. The boy hit my little brother. |

- | | |
|------------------------------------|--------------------------------------|
| 9. We lived in New York. | 12. Peter is standing on that table. |
| 10. They hid my shoes in the hole. | 13. My brother reads a lot of books. |
| 11. Those men sent the letter. | 14. The boy shot at the hen. |

B) *Translate these sentences into English:*

- | | |
|--|---|
| 1. No compres nada hoy. | 7. El no tiene nada que hacer ahora. |
| 2. ¿Tienes algo que contarme? | 8. ¿Tienes alguna cosa para mí? |
| 3. Yo no haré nada por él. | 9. ¿Pusiste mis libros en alguna parte? |
| 4. ¿Fuiste a algún sitio con tu hermano? | 10. ¿Vio él a alguien entonces? |
| 5. No había nadie en la fiesta. | 11. El no pudo conseguir nada. |
| 6. Peter nunca me habló de ella. | 12. Ellos no conocen a nadie allí. |

C) *In place of the words in italics, put possessive pronouns:*

Ex.: That is *my pen* = That is *mine*.

- | | |
|---------------------------------|-------------------------------------|
| 1. It is <i>his bicycle</i> . | 6. Those are <i>their gloves</i> . |
| 2. That is <i>our house</i> . | 7. This is <i>our room</i> . |
| 3. These are <i>her shoes</i> . | 8. That is <i>your school-bag</i> . |
| 4. These are <i>your caps</i> . | 9. It is <i>my pencil-box</i> . |
| 5. It is <i>her blouse</i> . | 10. These are <i>our books</i> . |

D) *Put the correct tense of "can" or "to be able" in these sentences (each dash represents a word):*

- I — swim very well now.
- She — speak German many years ago.
- We have — — — buy you the book.
- I — help you tomorrow.
- She — — — — buy a car next year.
- I thought he — — — — help you.
- I — — — — buy the book you wanted.
- She — go to the cinema this afternoon because she has no money.
- you drink a bottle of brandy?
- I — come today.

DICTION

Winter is long and cold in England. The days are short and the nights are long and dark. There are a lot of clouds in the sky, and it rains a lot. But spring is a very nice season. The days are longer and the sun shines in the sky. Summer is the hottest season of the year. Autumn is the season of fruits.

PRONUNCIATION EXERCISE

Comparación entre sonidos

(ai)

why
white
light
mile
time
rice

(ei)

way
wait
late
male
tame
race

LESSON FOURTEEN

Peter may take it home. ↘

After the Celebration



Jane and Hugh are walking home after Mrs. Carter's celebration, they are very happy, not only because of the champagne, but also because of Mrs. Carter's news.

Hugh: Well, Jane, do you think we can get married now?

Jane: Yes, Hugh. I think your mother is wonderful.

Hugh: I must say I was surprised. I didn't think she had so much money. We can buy a lovely house for that money.

Jane: And furnish it also.

Hugh: I don't know about that, because mother wants it to be a very nice house, modern and big enough for a family.

Jane: What is your mother going to do?

Hugh: She is going to stay where she is.

Jane: No, I meant about the new house.

Hugh: She is going to ring up some real estate agents to see what she can find.

Answer the following questions:

1. What are Jane and Hugh doing?
2. Why are they happy?
3. Have you ever drunk French champagne?
4. Do you like strong drinks?
5. What does Hugh ask Jane?
6. Does Jane agree?
7. What does Jane think about Mrs. Carter?
8. Why was Hugh surprised?
9. What can they buy with that money?
10. Could they furnish it also with that money?
11. What kind of a house did Mrs. Carter want to buy?
12. Why did she want it big?
13. What is Mrs. Carter going to do?
14. Who is she going to ring up?
15. Why is she going to ring them up?

NEW WORDS

to surprise [sə'praiz]

to furnish ['fə:nɪʃ]

modern ['mɒdən]

to ring up

real estate

agent

[ˈrɪŋ ˈʌp]

[ˈriəl ɪs'teɪt]

[ˈeɪdʒənt]

GRAMMATICAL EXPLANATIONS

Verbo MAY

Tiempo presente: *may*.

Tiempo pasado: *might*.

Tiene dos usos principales:

- 1) Para expresar *possibility, probability*.
- 2) Para expresar *permission*.

Con el significado 1):

They *may* be at home now.
It *may* rain this afternoon.
He said that it *might* rain this afternoon.

Con el significado 2):

You *may* speak in the garden but you *may* not speak here.
My father said that Peter *might* speak in the garden.

NOTA.—El verbo auxiliar de *may*, con el significado 2), es *to be allowed* o *to be permitted* = *ser permitido*.

Todos los tiempos compuestos de *may* 2) tendrán que formarse con *to be allowed* o *to be permitted*. Así:

Peter may take it	= <i>Simple Present</i> .
(He said that) Peter might take it	= <i>Simple Past</i> .
Peter <i>has been allowed</i> to take it	= <i>Present Perfect</i> .
Peter <i>had been allowed</i> to take it	= <i>Past Perfect</i> .
Peter <i>will be allowed</i> to take it	= <i>Future Simple</i> .
Peter <i>would be allowed</i> to take it	= <i>Conditional Simple</i> .

EXERCISES

A) *Translate into English:*

1. No hay ninguna iglesia vieja en esta ciudad.
2. No, él no tiene reloj.
3. Ella no bailó con nadie porque no quiso.
4. Usted no fue a ninguna parte ayer.
5. El pobre hombre no tenía nada que comer.
6. No hay lobos en este bosque, puedes dormir aquí.
7. No me des nada porque no lo necesito.
8. ¿Hay flores en la mesa?
9. ¿Ves tú algo desde aquí?
10. No, no estoy buscando nada.

B) *At what time:*

- | | |
|---------------------------------|---------------------------------|
| 1. Do you come to class? | 7. Do you go to the pictures? |
| 2. Do you go home? | 8. Do you watch television? |
| 3. Does your father go to work? | 9. Do you do your homework? |
| 4. Do you get up? | 10. Do you go to church on Sun- |
| 5. Do you go to bed? | days? |
| 6. Does the teacher come? | |

C) *Use these words in sentences:*

- | | |
|---------------------------|--------------------------|
| 1. To pass an exam. | 6. To go to bed. |
| 2. To go to the pictures. | 7. To write a letter. |
| 3. To go to school. | 8. To go swimming. |
| 4. To have breakfast. | 9. To cook lunch. |
| 5. To get up. | 10. To watch television. |

D) *Put in the missing prepositions or adverbs:*

- | | |
|----------------------------------|------------------------------------|
| 1. I go to church — Sundays. | 6. Have you ever been — |
| 2. She gets — — seven — | England? |
| the morning. | 7. He came — and sat —. |
| 3. I want — write a letter — | 8. If you don't want that pen give |
| my sister. | it — me. |
| 4. I received a letter — my bro- | 9. She was looking — a car — |
| ther. | the street. |
| 5. That book belongs — the | 10. I'm listening — the radio. |
| teacher. | |

E) *Put in the correct tense using "may" or "to be allowed":*

- | | |
|-----------------------------------|----------------------------------|
| 1. — I open the window? | 6. He — not come today. |
| 2. Will you — to do it? | 7. We shan't be — to do it. |
| 3. Did he say he — come? | 8. He — be waiting for us at |
| 4. Hugh — to do it after all yes- | home. |
| terday. | 9. It — rain this afternoon, but |
| 5. The children — to go to the | I don't think it will. |
| cinema. | 10. — I come in? |

PRONUNCIATION EXERCISE

Comparación entre sonidos

(iə)

(ɛə)

ear

air

hear

hair

beer

bear

(s)

(z)

niece

knees

ice

eyes

place

plays

price

prize

ass

as

loose

lose

LESSON FIFTEEN

He must be **rich**, \ he has **two cars**. \

A Real Estate Agent



Mrs. Carter is at home. She has a list of real estate agents. She is going to telephone them to see if there is a house for sale suitable for Hugh and Jane.

Mrs. Carter: Hullo, is that Mr. Bruton, the real estate agent?

Mr. Bruton: Yes, speaking. Who is that?

Mrs. Carter: I am Mrs. Carter. I am looking for a small house or a large flat.

Mr. Bruton: I think I can help you. Have you any idea of the amount you want to pay?

Mrs. Carter: That depends on the house or the flat, but I was thinking of something around 10,000 dollars.

Mr. Bruton: I have a charming house for 12,000 dollars. It has three bedrooms and a bathroom on the upper floor; a sitting-room, dining-room, and kitchen, and a lavatory on the ground floor. It also has a small garden in front and a larger one at the back.

Mrs. Carter: That sounds attractive. When can we see it?

Mr. Bruton: Any day you like. All you have to do is to telephone me and I'll show it to you.

Mrs. Carter: Thank you very much.

Mr. Bruton: Not at all.

Answer the following sentences:

1. What has Mrs. Carter?
2. What is she going to do?
3. Why is she going to telephone them?
4. What do real estate agents do?
5. Are there many houses for sale where you live?
6. Who does she telephone?
7. What is she looking for?
8. How much was she thinking of paying?
9. What was the house like that Mr. Bruton offered?
10. How many rooms had it?
11. What did it have in front and at the back?
12. How many floors had it?
13. Where do you live, in a house or in a flat?
14. Have you a garden?
15. When could Mrs. Carter see the house?

NEW WORDS

<i>list</i>	[list]	<i>upper</i>	[ˈʌpə(r)]
<i>for sale</i>	[fə 'seil]	<i>lavatory</i>	[ˈlavətəri]
<i>suitable</i>	['su:təbl/'sju:təbl]	<i>ground floor</i>	[ˈgraund 'flo:(r)]
<i>flat</i>	[flat]	<i>in front</i>	[in 'frʌnt]
<i>to depend on</i>	[di'pend 'on]	<i>at the back</i>	[ət ðə 'bʌk]
<i>to think of</i>	['θɪŋk əv]	<i>to sound</i>	[saund]
<i>around</i>	[ə'raund]	<i>attractive</i>	[ə'traktiv]
<i>amount</i>	[ə'maunt]	<i>to operate</i>	[ˈopəreɪt]
<i>charming</i>	['tʃa:mɪŋ]	<i>wedding-ring</i>	[ˈwediŋrɪŋ]

GRAMMATICAL EXPLANATIONS

Verbo *MUST*

Tiempo presente: *must*.

Tiempo pasado: *carece*. Porque "*must*" equivale a un imperativo, y por lo tanto, no puede referirse al pasado.

Tiene dos usos principales:

- 1) Para expresar *obligation, necessity*.
- 2) Para expresar *deduction*.

Con el significado 1):

My sister *must* be here before ten o'clock.
Everybody *must* eat to live.

Con el significado 2):

She *must* be very rich; she buys two dresses every week.
Henry *must* eat a lot; he is too fat.

NOTA.—Hemos dicho que *must* sólo tiene presente. Para expresar obligación en otros tiempos con el significado 1), nos servimos del verbo *to have to* o recurrimos a otra expresión equivalente. Pero hemos de tener presente que *I must* no es igual a *I have to*. Así:

She must write it twice	= <i>Simple Present</i> .
She <i>had to</i> write it twice	= <i>Simple Past</i> .
She <i>has had to</i> write it twice	= <i>Present Perfect</i> .
She <i>had had to</i> write it twice	= <i>Past Perfect</i> .
She <i>will have to</i> write it twice	= <i>Future Simple</i> .
She <i>would have to</i> write it twice	= <i>Conditional Simple</i> .

A V e r s e

Once I saw a little bird come hop, hop, hop;
So I cried, "Little bird, will you stop, stop, stop?"
And was going to the window to say, "How do you do?"
But he shook his little tail, and away he flew!

<i>hop</i>	[hop]	saltar a la pata coja
<i>cried</i>	[kraid]	grité
<i>shook</i>	[ʃuk]	meneó

EXERCISES

A) *Translate into English:*

- | | |
|--|---|
| 1. Los ladrones no pudieron robar nada. | 6. ¿Has jugado al fútbol alguna vez? |
| 2. Miró a todos, pero no habló con nadie. | 7. A mi tío lo conocen en todas partes. |
| 3. A ella le gusta comprar todo lo que ve. | 8. El vendió todo lo que tenía. |
| 4. Todo fue transformado en oro. | 9. Vi a un hombre alto y delgado en la calle. |
| 5. Nadie pudo desembarcar en la isla. | 10. Voy a telefonarle. |

B) *Complete the following sentences:*

- I have a book; it is *my* book; it is for *me*; it is *mine*.
- You have a book; it is book; it is for; it is
- He has a book; it is book; it is for; it is
- She has a book; it is book; it is for; it is
- It has a book; it is book; it is for; it is
- We have a book; it is book; it is for; it is
- You have a book; it is book; it is for; it is
- They have a book; it is book; it is for; it is

C) *Complete these sentences with the correct preposition:*

- They get at eight o'clock in the morning.
- The car is in the street. I am looking it.
- She is upstairs. I told her to come
- He is coming of the room.
- I walked the house three or four times.
- Was he speaking her?
- Are you listening me?
- Did he come noon?
- If you don't want my pen give it me.
- Will he come the morning?

D) *Put in the correct adjective form:*

1. Big; His book is ... than mine.
2. Small; This is the ... book we have.
3. Beautiful; She is ... than her sister.
4. Nice; She is as ... I thought she was.
5. Handsome; Is he as ... they say he is?
6. Fair; She is the ... of the three.
7. Useful; This book is ... than his.
8. Long; My garden is not ... as yours.
9. Hard; This lesson is ... than I thought it was.
10. Soft; This is the ... ball of the three.

E) *Put in the correct tense using "must" or "have to":*

1. — you do this now?
2. The doctor — operate yesterday.
3. Antonio will — go to Chicago next month.
4. If he knew the answer, he would — told us.
5. As his name is González, he — be Spanish.
6. She — be married, she has a wedding-ring.
7. I will — go there tomorrow.
8. I think it — be quite late.
9. He — get up very early yesterday.
10. Your sister — be at home before ten o'clock at night.

PRONUNCIATION EXERCISE

Comparación entre sonidos

(ʃ)

(s)

she	sea/see
show	so
shame	same
shake	sake
shell	sell
sheet	seat
shave	save

LESSON SIXTEEN

You **ought** to obey your **parents**.

The Wilsons Hear the News



All the Wilson family are at home. They have just had dinner and they are going to the sitting-room to rest.

Harry: What's on the television!

Mrs. Wilson: No, don't switch on the television. We have to talk about some thing.

Peter: What a bore!

Jane: No, it isn't. I have some news for you. I'm going to get married!

Mr. Wilson: Congratulations! I'm so glad! There's no need to ask who the lucky man is, when is he coming to see us?

Jane: He is coming now, and he is going to bring a bottle to celebrate with.

Tom: That's good!
Mr. Wilson: Where are you going to live?
Mrs. Wilson: Mrs. Carter is going to buy them a house.
Mr. Wilson: In that case we'll buy you the furniture.
Jane: Oh! Daddy, you *are* a dear!

Answer the following questions:

1. Where are all the Wilson family?
2. What have they just had?
3. What are they going to do now?
4. At what time do you have dinner?
5. What did Harry ask?
6. What did Mrs. Wilson say?
7. What did Peter ask?
8. Do you like watching television?
9. Why didn't they switch on the television set?
10. What did Jane tell her family?
11. Were they pleased?
12. Who was coming now?
13. What was he going to bring?
14. What did Mr. Wilson ask Jane?
15. What did Mr. Wilson promise Jane?

NEW WORDS

<i>parents</i>	[ˈpeərənts]	<i>to break</i>	[breik]
<i>to switch on</i>	[ˈswitʃ ˈon]	<i>rock</i>	[rok]
<i>bore</i>	[bo:(r)]	<i>star</i>	[sta:(r)]
<i>silver</i>	[ˈsilvə(r)]	<i>to shine</i>	[ʃain]
<i>wave</i>	[weiv]	<i>brightly</i>	[ˈbraɪtli]

GRAMMATICAL EXPLANATIONS

Verbo SHALL

Shall es otro verbo defectivo que se usa para formar el futuro en inglés. Tiene un tiempo pasado, *should*, que se emplea para hacer el condicional.

Generalmente, *shall* denota mera futuridad usado con las primeras personas. Exactamente igual que *will* con las segundas y terceras.

I *shall* go with you if you don't mind.
Yes, you *shall* have my letter next week.
We *should* like to visit Paris soon. (condicional)

También *shall*, a veces, usado en forma interrogativa con las primeras personas *I, we*, denota *un ofrecimiento*, un deseo de hacer algo que manifiesta la persona que habla.

Shall I go the Post Office for him?
Shall we do the washing up, Mrs. Herath?

SHOULD = OUGHT TO

Como verbo defectivo, no como auxiliar, *should* sirve para expresar:

- 1) *Duty, moral obligation, advisability.*
- 2) *Deduction* o una obligación lógica.

Con el significado 1):

You should obey your parents = You *ought to* obey your parents.
He *should* help this poor man = He *ought to* help this poor man.
We *should* do it as soon as possible = We *ought to* do it as soon as possible.

Con el significado 2):

Mary left the city at twelve, so she *should* be here now =
Mary left the city at twelve, so she *ought to* be here now.

EXERCISES

A) *Put in the missing prepositions where necessary:*

1. He arrived Maracaibo last week.
2. The pictures are the wall.
3. He was in London two years.
4. She saw the house and went
5. I haven't telephoned my friend.
6. There is a girl the window.
7. A boy about twenty.

- | | |
|---|---|
| 8. We are going a walk. | 15. He is going London July. |
| 9. That beautiful girl is looking me. | 16. Take this chair the other room. |
| 10. I go there Sundays. | 17. I'm going to Lima the 10th. |
| 11. It is page 23. | 18. I want to go home. |
| 12. The cat is this picture. | 19. He is looking his book. |
| 13. They are the door waiting. | 20. Wait me. |
| 14. She came 4 o'clock. | |

B) *Put into the singular:*

- | | |
|--|-----------------|
| 1. We smoke twenty cigarettes a day. | I |
| 2. They eat quite a lot. | He |
| 3. They are made of silver. | It |
| 4. The waves break against the rocks. | The wave |
| 5. Their fathers work in town. | Her |
| 6. All of you study English. | You |
| 7. We read the paper every day. | I |
| 8. They always go to the cinema on Saturday. | She |
| 9. Those stars shine brightly. | That star |
| 10. They often go to the theatre. | She |

C) *Translate into English:*

- | | |
|--|--|
| 1. Siempre tomo café por las mañanas. | 6. La Luna gira alrededor de la Tierra. |
| 2. Ella viste muy bien. | 7. Se quita el sombrero y los guantes y se sienta. |
| 3. Sopla el viento del norte en primavera. | 8. Generalmente llego a casa a las ocho. |
| 4. El humo no es sano. | 9. Juega bien al tenis. |
| 5. Ella tiene una casa preciosa. | 10. Lleva gafas. |

D) *Complete the following sentences:*

- | | |
|--|---|
| 1. I am much older you. | 4. It is not well done mine. |
| 2. She is tall her brother. | 5. Have you many books she has? |
| 3. He is the oldest student the class. | 6. He is poorer his brother. |

7. I don't know much English you do.
8. He is bigger I thought he was.

9. She has much time I have.
10. She is beautiful girl I know.

PRONUNCIATION EXERCISE

Comparación entre sonidos

(ʃ)

sheep
shop
ship
sheet
wish
wash

(tʃ)

cheap
chop
chip
cheat
which
watch

LESSON SEVENTEEN

He **will smoke** although he has a **cold**.

Looking for a House



Mrs. Carter has been to see the house that she is thinking of buying for her son and Jane. Now all the three are going to see it. Mr. Bruton, the real estate agent, is taking them to the house.

Mr. Bruton: This is the house. It is not new but it is very well built and comfortable.

Mrs. Carter: It looks nice, doesn't it?

Jane: It looks charming. Don't you like it, Hugh?

Hugh: I think it's very nice.

Jane: How many bedrooms has it?

Mr. Bruton: I'll show you everything. Look, this is the main door. Here we have a small hall leading to the kitchen. Here, on the left is the dining-room and here, on the right is the sitting-room.

Jane: Oh!, the sitting-room is quite big, and so is the dining-room. What are the bedrooms like?

Mr. Bruton: They are also quite large.

Jane: I like this house.

Answer the following questions:

1. What has Mrs. Carter been to see?
2. What are all three going to see now?
3. Who is Mr. Bruton?
4. What do real estate agents do?
5. Would you like to buy and sell houses?
6. Was the house a new one?
7. How was it built?
8. What does it look like?
9. What does Hugh think of it?
10. Who will show them everything?
11. Where does the small hall lead to?
12. What room was on the right of the hall?
13. How big was the sitting-room?
14. Which is more important, the sitting-room or the dining-room?
15. What did Jane think of the house?

NEW WORDS

<i>to smoke</i>	[sməuk]	<i>on the left</i>	[on ðə 'left]
<i>although</i>	[o:l'ðəu]	<i>on the right</i>	[on ðə 'rait]
<i>to build</i>	[bild]	<i>knife</i>	[naif]
<i>comfortable</i>	['kʌmfətəbl]	<i>to spend</i>	[spend]
<i>main</i>	[mein]	<i>to solve</i>	[solv]
<i>hall</i>	[ho:l]	<i>pity</i>	['piti]
		<i>warm</i>	[wo:m]

GRAMMATICAL EXPLANATIONS

Verbo WILL

Will también denota mera futuridad usado con las segundas y terceras personas. *Will* y *shall* ayudan a formar el futuro en inglés.

El tiempo pasado de *will* es *would*, y este verbo, junto con el pasado de *shall*, *should*, forman el condicional.

You *will* remember what I tell you.

She *will* buy the dress at Simpson's.

My friend *would* like to live in the country. (condicional)

Will, como verbo defectivo, denota: 1) *Pure future*; 2) *Obstinate insistence*.

Every Sunday he *will* go to the theatre.

My brother *will* have a cold bath every day though the doctor says he *should not*.

"*To be going to*".—Cabe recordar al alumno que la forma más común y más fácil de expresar el futuro en inglés, es por medio del "*to be going to*". De este modo, al mismo tiempo, salvamos la ambigüedad y dificultad que presenta el uso de *shall* y *will*.

El uso de las formas *I'm going to*, *he's going to*, *it's going to*, etc., exige que en la mente del que habla exista *decidida intención* o *manifiesta probabilidad* de que se realice lo que el sujeto de la oración dice. Es decir, que ello no dependa de una circunstancia exterior:

Tom *is going to* hunt with me next week.

I *am going to* buy a car for my son.

They think it *is going to* snow.

He says we *are going to* get rich.

EXERCISES

A) *Put in the correct defective verbs or their substitutes:*

1. If he has a knife, he — cut this loaf. (capacity)
2. — you speak French then? (ability, capacity)
3. Your brother — help this poor man. (duty, moral obligation)

4. I think that he is not going to — to buy the car. (permission)
5. — I write the exercise again? (permission)
6. I think it — rain later, so take this umbrella with you. (possibility)
7. Yes, he — become a rich man soon. (possibility)
8. George spends a lot of money, he — be very rich. (deduction)
9. You are not — to do this. (permission)
10. He is glad to — to give you the money. (capacity, faculty)
11. My father — to go his office every day. (obligation)
12. They will — to go with you tomorrow. (capacity, faculty)
13. Have you — to lift this big stone? (capacity, ability)
14. It is true, he — to work sixteen hours a day. (necessity)
15. Has Peter — to come? (capacity, faculty)
16. — we come to class tomorrow? (obligation)
17. — you speak Spanish when you were three years old? (capacity, faculty)
18. This boy has not — to solve this problem in half an hour. (capacity)
19. If you were a good boy, you — get a present from me. (possibility)
20. He said that we — go out when we wanted. (permission)

B) *Write these sentences in "the Past":*

Ex.: The little boy *may have hidden* them.

- | | |
|--|--|
| 1. The little boy may hide them. | 6. She is going to be allowed to go dancing. |
| 2. She can do it quite easily. | 7. He can't swim very well. |
| 3. Peter must write this exercise twice. | 8. Who will be busy? |
| 4. They are able to cross the river. | 9. He is able to do it. |
| 5. He may become ill. | 10. I shall do it on Monday. |

C) *Translate these sentences into English:*

- | | |
|---|---|
| 1. Podrías hacer muchas cosas si trabajarías. | 6. ¿Sabe usted hablar francés bien? |
| 2. Si está muy oscuro, no podremos ver. | 7. El podría estar allí ahora, quizá. |
| 3. En clase los alumnos no deben hablar. | 8. Podría llover más tarde. |
| 4. ¿Qué debo hacer yo ahora? | 9. Deberías ayudarlos, son buenos. |
| 5. ¿A qué hora debe venir él? | 10. Tú deberás hacer lo que yo te digo. |
| | 11. No pudo escribir porque no tenía pluma. |

- | | |
|--|---|
| 12. Mis alumnos deberían prestar más atención. | 14. ¿Puedo abrir la ventana, Mr. Gardner? |
| 13. El no pudo verte porque estaba lejos. | 15. Puede ser que él regrese pronto. |

D) *Write these sentences in the Simple Future:*

Ex.: He *will be allowed to* take it.

- | | |
|--|---------------------------------------|
| 1. He may take it. (permission) | 6. He is not allowed to do it. |
| 2. It is a pity, but they cannot go there. | 7. He is very happy there. |
| 3. We can buy them next month. | 8. They went to the cinema on Monday. |
| 4. You must go there as soon as possible. | 9. It rained all day long. |
| 5. Peter could not translate the letter. | 10. I spent all my money. |

DICTATION

It is hot in summer. It is not very nice when it is very hot. If the night has been very cold and the next day it is not cold, the sun shines and it is very nice; we say it is warm. A warm day is a very nice day in spring or autumn and even in winter.

PRONUNCIATION EXERCISE

Comparación de sonidos

(n)	(ŋ)
thin	thing
sin	sing
ton	tongue
run	rung
sun/son	sung

(n)	(m)
seen	seem
then	them
bean/been	beam
sane	same

LESSON EIGHTEEN

Come this way. ↘

A Visit to the Doctor's



Hugh Carter has not been very well lately, and he has gone to the doctor's. He is sitting in the doctor's waiting-room. The doctor's nurse opens the door.

Nurse: Next patient, please. Come this way. Tell me your name.

Hugh: My name is Hugh Carter.

Nurse: Doctor, this is Mr. Hugh Carter.

Doctor: How do you do?

Hugh: How do you do?

Doctor: Sit down, please. Tell me what is wrong with you.

Hugh: I'm not feeling very well and I have a cold on my chest.

Doctor: I see. Take off your coat and shirt, please. I want to examine your chest. That's right. Now stand up. Breathe deeply. Say ninety-nine. Again. Does it hurt here?

Hugh: Only when I breathe deeply.

Doctor: Say ninety-nine again. Now cough.

(The doctor drops a pencil on the floor).

Nurse: Let me get it. Don't move. Here it is.

Doctor: Thank you. Sit down, Mr. Carter. There's nothing really wrong with you. You have a bad cold. Take these pills every three hours. You should stay in bed for three days. I shall come and see you tomorrow.

Answer the following questions on the Reading Passage:

1. How has Hugh been feeling lately?
2. Who has he gone to see?
3. Who do you go and see when you are not well?
4. Would you like to be a doctor?
5. When have you been to the doctor's lately?
6. What does the doctor tell you to say when he examines your chest?
7. How must you breathe when the doctor examines your chest?
8. Do you often have colds?
9. When was the last cold you had?
10. When do you cough?
11. Is anything wrong with you?
12. What do you call a doctor's assistant?
13. Was anything wrong with Hugh?
14. What did the doctor tell him to take?
15. Do you mind injections?

NEW WORDS

<i>this way</i>	[ðis 'wei]	<i>to cough</i>	[kof]
<i>doctor</i>	['dɒktə(r)]	<i>to drop</i>	[drɒp]
<i>lately</i>	['leɪtli]	<i>to move</i>	[mu:v]
<i>waiting-room</i>	['weɪtɪŋ rum]	<i>pill</i>	[pɪl]
<i>patient</i>	['peɪʃənt]	<i>to be afraid</i>	['bi: ə'freɪd]
<i>to be wrong with</i>	['bi: 'rɒŋ wɪð]	<i>to follow</i>	['fɒləu]
<i>to feel</i>	[fi:l]	<i>to fight</i>	[faɪt]
<i>to examine</i>	[ɪg'zəmin]	<i>to hate</i>	[heit]
<i>to breathe</i>	[bri:ð]	<i>misspelling</i>	[mis'spelɪŋ]
<i>deeply</i>	['di:pli]		

GRAMMATICAL EXPLANATIONS

El imperativo en inglés con "let".—Es "let" un verbo irregular que en español significa: *permitir, dejar, alquilar*:

Margaret *let* the glass fall from her hands.

Her mother would not *let* her go.

The soldiers *let* the prisoner escape.

My friend has two houses to *let*.

El *imperativo*, tanto en singular como en plural, se forma con el *infinitivo* del verbo sin "to" precedido del verbo *let*, y los pronombres personales en caso *objetivo*. No se usa ni el verbo *let* ni los pronombres personales en caso *objetivo*, con las segundas personas.

El *imperativo negativo* de las segundas personas se forma colocando *do not* delante del verbo sin "to". El de las segundas y terceras personas se forma poniendo "not" delante del *infinitivo* sin "to" de la forma afirmativa:

Positive

<i>let me write</i>	
write	2. ^a persona
<i>let him write</i>	
<i>let her write</i>	
<i>let us write</i>	
write	2. ^a persona
<i>let them write</i>	

Negative

<i>let me not write</i>
do not write
<i>let him not write</i>
<i>let her not write</i>
<i>let us not write</i>
do not write
<i>let them not write</i>

NOTA.—*Please* puede colocarse delante o detrás de un imperativo, pero la dureza del imperativo puede suavizarse también usando una *oración condicional* completa o incompleta. También usando *will you?*

- 1) *Please* go there. Go there, *please*.
- 2) *Could* you tell me the way to Bolivar Square?
- 3) Get me that book, *will you?* (o *todavía menos brusco*)
- 4) *Will you get* me that book, *please?*

EXERCISES

A) *Say these sentences:*

1. Don't be afraid, please.
2. Please repeat it again.
3. Will you follow me, please?
4. Tell him not to come, will you?
5. Could you let me go in, please?
6. Would you mind putting it here, please?
7. Could I see your passport, please?
8. Don't let him do such a thing!
9. Will you wait for her here, please?
10. Let's not go back so soon, please.

B) *Translate these sentences into English:*

1. No pongas los pies ahí, Peter.
2. Vámonos ahora mismo.
3. Dame mi libro, por favor.
4. Quítalos de ahí, no son míos.
5. Llévatelos contigo, es mejor.
6. No le dejes abrir la ventana.
7. Déjala que se coma esta manzana.
8. Toma la tiza y escribe estas oraciones.
9. Ayúdame a levantar esta piedra.
10. Haz a tu hermano trabajar más.
11. No les dejes encender la luz.
12. Hazles estudiar más duro.
13. No le des la llave de esta habitación.
14. No pegues al pobre perro.
15. Vámonos al cine hoy.
16. Déjame ayudarte a resolver el problema.
17. Haz que él me devuelva el dinero.
18. Déjanos estar aquí un poco más.
19. Llévanos a ver a tu amigo.
20. No fumes delante de mi padre.

C) Put in "on", "at", "in", "to", "from", "into":

- | | |
|------------------------------------|---------------------------------------|
| 1. He lives — London. | 10. I don't work — Sundays. |
| 2. She came — Canada yesterday. | 11. They are walking — the park. |
| 3. The boy got up — seven o'clock. | 12. It does not rain much — Summer. |
| 4. Please count — one — forty. | 13. Put it — your pocket. |
| 5. They came back — noon. | 14. Did you find it — my book? |
| 6. The fish is — the water. | 15. Put the picture — that wall. |
| 7. Are you going — bed? | 16. Henry lives — Bolivar Avenue. |
| 8. He took them — the house. | 17. They will go there — the morning. |
| 9. Do they live — this street? | 18. Is he — New York too? |

D) Add "each other" or "one another":

- | | |
|--|---|
| 1. Do Mary and Helen write to ...? | 6. Peter and Tom correct their misspelling in English for |
| 2. Brothers should help | 7. We'll write to |
| 3. All the girls kissed | 8. They love |
| 4. Yes, the two friends love | 9. The two brothers fight |
| 5. They all used to send presents to | 10. The five girls hate |

PRONUNCIATION EXERCISE

Compárense las expresiones siguientes

- | | |
|---|---|
| 1. I can work.
I can walk. | 4. I answer him.
I answered him.
I'll answer him.
I've answered him.
I'd answer him.
I'd answered him. |
| 2. I can come.
I can't come. | 5. I like it.
I liked.
I liked it.
I'd like it. |
| 3. He asks me.
He asked me.
He'll ask me.
He'd ask me.
He'd asked me. | 6. She says. (sez)
She sighs. (saiz). |

LESSON NINETEEN

He needn't come tomorrow. \

Looking for a Friend



Hugh Carter is looking for a friend's house. He stops and speaks to a policeman.

Hugh: Excuse me. Do you know where a Mr. Anderson lives?

Policeman: Don't you know the address?

Hugh: I'm not sure. I think it's 52 Queensbury Street.

Policeman: Well, you're going in the wrong direction for Queensbury Street. You'll have to walk two blocks back.

Hugh: Where's number 52?

Policeman: It's on the left. What's Mr. Anderson's profession?

Hugh: He's an engineer.

Policeman: Ah! yes. That's the man, but he's not at home.

Hugh: How do you know?

Policeman: Well, that's Mr. Anderson's car coming down the road and Mr. Anderson's driving it. Good morning, sir.

Answer the following questions on the Reading Passage:

1. What is Hugh Carter looking for?
2. Who does he stop and speak to?
3. Do you ever ask a policeman anything?
4. Have you ever lost your way?
5. What wasn't Hugh sure about?
6. Was he going in the right direction?
7. Where was Queensbury Street?
8. How many blocks away do you live from your school?
9. How do you come to school?
10. On which side of the street was No. 52?
11. Is your father an engineer?
12. What would you like to be when you grow up?
13. Was Mr. Anderson at home?
14. How did the policeman know he wasn't at home?
15. Can you drive a car?

NEW WORDS

<i>to stop</i>	[stop]	<i>block</i>	[blok]
<i>policeman</i>	[pə'li:smən]	<i>profession</i>	[prə'feʃən]
<i>address</i>	[ə'dres]	<i>truth</i>	[tru:θ]
<i>direction</i>	[di'rekʃən]		

GRAMMATICAL EXPLANATIONS

Las formas abreviadas de los verbos auxiliares y defectivos.—Las formas abreviadas (o contracciones) de estos verbos se usan en la conversación y frecuentemente en los discursos públicos y cartas personales. También son empleadas por los autores al reproducir la conversación de los personajes en las novelas, historietas, cartas y obras de teatro. Y mientras por una parte parece afectado y raro usar la forma completa en la conversación, es de muy mal gusto hacer uso de las formas abreviadas en las cartas serias, o en otra literatura tal como: ensayos, editoriales, trabajos científicos, etc., que se escriben siempre en estilo formal.

Las formas abreviadas de estos verbos son:

Affirmative	Negative		Interrogative-Negative
<i>I AM</i>	<i>I AM NOT</i>		<i>AM I NOT?</i>
<i>I'm</i>	<i>I'm not</i>	<i>I'm not</i>	<i>Aren't I?</i>
<i>You're</i>	<i>You're not</i>	<i>You aren't</i>	<i>Aren't you?</i>
<i>He's</i>	<i>He's not</i>	<i>He isn't</i>	<i>Isn't he?</i>
<i>She's</i>	<i>She's not</i>	<i>She isn't</i>	<i>Isn't she?</i>
<i>It's</i>	<i>It's not</i>	<i>It isn't</i>	<i>Isn't it?</i>
<i>There's</i>	<i>There's not</i>	<i>There isn't</i>	<i>Isn't there?</i>
<i>We're</i>	<i>We're not</i>	<i>We aren't</i>	<i>Aren't we?</i>
<i>They're</i>	<i>They're not</i>	<i>They aren't</i>	<i>Aren't they?</i>
 <i>I HAVE</i>	 <i>I HAVE NOT</i>		 <i>HAVE I NOT?</i>
	<i>(regional)</i>		
<i>I've</i>	<i>I've not</i>	<i>I haven't</i>	<i>Haven't I?</i>
<i>You've</i>	<i>You've not</i>	<i>You haven't</i>	<i>Haven't you?</i>
<i>He's</i>	<i>He's not</i>	<i>He hasn't</i>	<i>Hasn't he?</i>
 <i>I WOULD</i>	 <i>I WOULD NOT</i>		 <i>WOULD I NOT?</i>
	<i>(regional)</i>		
<i>I'd</i>	<i>I'd not</i>	<i>I wouldn't</i>	<i>Wouldn't I?</i>
<i>You'd</i>	<i>You'd not</i>	<i>You wouldn't</i>	<i>Wouldn't you?</i>
<i>He'd</i>	<i>He'd not</i>	<i>He wouldn't</i>	<i>Wouldn't he?</i>

Affirmative

Negative

Interrogative-Negative

I HAD

I HAD NOT

HAD I NOT?

*(regional)**I'd**I'd not**I hadn't**Hadn't I?**You'd**You'd not**You hadn't**Hadn't you?**He'd**He'd not**He hadn't**Hadn't he?*

I WILL/SHALL

I WILL NOT

WILL I NOT?

*(regional)**I'll**I'll not**I won't/shan't**Won't I?**You'll**You'll not**You won't**Won't you?**He'll**He'll not**He won't**Won't he?*

Los siguientes verbos no tienen forma positiva abreviada y tienen solamente una forma para la negativa.

Affirmative

Negative

Interrogative-Negative

I was

I wasn't

Wasn't I?

I do

I don't

Don't I?

I did

I didn't

Didn't I?

I might

I mightn't

Mightn't I?

I ought

I oughtn't

Oughtn't I?

I may

I mayn't

Mayn't I?

I dare

I daren't

Daren't I?

I can

I can't

Can't I?

I should

I shouldn't

Shouldn't I?

I could

I couldn't

Couldn't I?

I must

I mustn't

Mustn't I?

I need

I needn't

Needn't I?

I shall

I shan't

Shan't I?

You were

You weren't

Weren't you?

He does

He doesn't

Doesn't he?

NOTA.—Las formas positivas abreviadas de los verbos *to be* y *to have* no pueden estar solas sin un complemento, ya que llevan énfasis en el discurso:

Are they Mexican? Yes, they are. *Yes, they're Mexican.*
 Have they a car? Yes, they have. *Yes, they've a car.*

S o n g



For he's a jolly good fellow
 For he's a jolly good fellow
 For he's a jolly good fellow
 And so say all of us!

jolly good
fellow

[ˈdʒoli ˈɡʊd]
 [ˈfeləʊ]

excelente
 muchacho

EXERCISES

A) *Re-write these sentences using the contracted forms:*

- | | |
|--|--|
| 1. I am not sure it is necessary to do that. | 15. That is all we wanted to know. |
| 2. You do not smoke, do you? | 16. We shall not put the fire out. |
| 3. We shall see that you do not miss your train. | 17. Mary has not done her homework. |
| 4. Tom, do not put your feet there. | 18. Yes, it is quite all right for me. |
| 5. That is what she wanted. | 19. Peter cannot help you this time. |
| 6. Oh, yes, you are older than my brother. | 20. He will not buy it, I am sure. |
| 7. Peter will not do it. | 21. The cat was not dead. |
| 8. I have always studied with him. | 22. The boy is going to speak the truth. |
| 9. They did not see what you did. | 23. That is why I said no. |
| 10. That is what it is going to be. | 24. The apples were not very good. |
| 11. They are not going to help you. | 25. I shall be twenty soon. |
| 12. She should not do it again. | 26. There is something on that table. |
| 13. It is not my pen, it is yours. | 27. Let us have a drink now. |
| 14. It was not dark but I could not find it. | 28. What is that, Henry? |
| | 29. We could not understand at first. |
| | 30. It is quite all right, do not worry. |

B) *Translate these sentences into English:*

- | | |
|---|--|
| 1. Si te gusta, cómpralo. | 9. Los vi en aquella tienda y los compré. |
| 2. Los nuestros no eran muy buenos. | 10. Esta casa es mía, ¿la conoces? |
| 3. ¿Es éste el sombrero de Hubert? Sí, es el de él. | 11. Ellos viven en nuestra casa con nosotros. |
| 4. Prefiero los de usted si usted me los da. | 12. Este es el cuarto de Henry. |
| 5. Te daré el mío, pero no lo pierdas. | 13. ¿Me diste el tuyo o el de ella? |
| 6. ¿Te vieron ellos con mi automóvil? | 14. Te dí el de ellos porque el mío lo perdí. |
| 7. Dame mi libro, yo no quiero el tuyo. | 15. Dame el de él y guarda el tuyo. |
| 8. Lo que es mío es tuyo también. | 16. ¿Conoces a Henry y Tom? Yo estudio con ellos. |
| | 17. ¿Vinieron vuestros amigos? Los nuestros llegaron ayer. |

- | | |
|---|--|
| 18. Yo debo enviárselos ahora. | 27. Te lo dije ayer. |
| 19. El de ella estaba detrás del de él. | 28. No los venderá porque son buenos. |
| 20. Llévatelos, es mejor. | 29. ¿Te mordió este perro? |
| 21. Compraré el de ellos si tú quieres. | 30. Los zapatos de él son tan malos como los míos. |
| 22. Yo lo escribí para ellas. | 31. Le busqué durante una hora. |
| 23. ¿Cuál es el del Sr. Brown? | 32. ¿Por qué no los limpiaste? |
| 24. Yo conozco a Mary, ayer bailé con ella. | 33. El de él no me gustó. |
| 25. ¿Es de ustedes o de ellos? | 34. ¡Míralos! Son los míos. |
| 26. El los escondió allí. | 35. No pude vender los de ellos. |

C) *Write and say the following sentences as in the example:*

Ex.: This car belongs to Mr. Black,
so it is *his* car, the car is *his*.

- | | |
|--------------------------------------|---|
| 1. That horse belongs to Mr. Brown. | 5. This farm belongs to David and John. |
| 2. Those fields belong to my father. | 6. Does this house belong to you? |
| 3. That is Paul and Henry's car. | 7. Is that Margaret's hand-bag? |
| 4. Those are Mrs. Frost's cats. | 8. Do these books belong to you? |
| | 9. Does this suit belong to Henry? |
| | 10. Are those the children's toys? |

D) *Put in suitable personal pronouns, possessive adjectives or possessive pronouns:*

- Yes, the books are for Peter, and I won't give to
- These tables are strong but legs are short.
- Peter has come to see me; cousin and are schoolmates.
- Mr. Brown is very good; he gave all money to the poor.
- I like your dog; sell to, please.
- If you see my sister, tell to bring hat with
- I am Mexican and he is French; language is different from
- If you like my pen, you can take and give me
- I left Peter's books here, have you seen
- Do not write with Mary's pen; give back to, please.

11. We lost our hats but they found and we found
12. Yes, she is writing with pen and I am writing with
13. Please tell him not to spend money and keep
14. Yes, they are and you cannot take home.
15. She is happy talking about children, and Mr. Brown is happy talking about
16. Have you cleaned Peter's shoes? Please put where are.
17. I bought some roses for Helen; I am sending to tomorrow.
18. Don't worry who it belongs to, what is is too.
19. Oh!, yes, Peter and Henry live here, but brothers are studying in London.
20. The poor horse broke two legs and had to be killed.

PRONUNCIATION EXERCISE

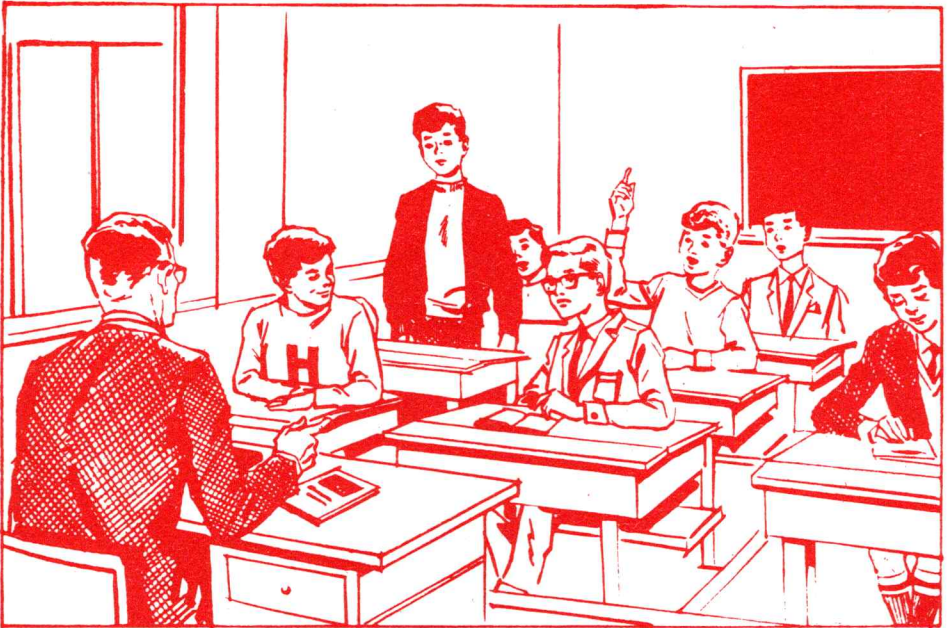
Compárense las siguientes expresiones

- | | |
|---------------|-------------|
| 1. I began. | 4. Come in. |
| I've begun. | Coming. |
| 2. I stop. | 5. I loved. |
| I stopped. | I laughed. |
| I've stopped. | 6. I slept. |
| | I slipped. |
| 3. You drank. | 7. I slip. |
| You're drunk. | I sleep. |

LESSON TWENTY

Margaret is as pretty as Ruth.

A Geography Lesson



It is a geography lesson, and Mr. Ley is asking the students questions.

Mr. Ley: Tom, which is the highest mountain in the world?

Tom: It is Aconcagua.

Peter: No, sir. Aconcagua is the highest mountain in South America, but not in the world.

Mr. Ley: Tom, you are the laziest boy in the class. You haven't studied the lesson.

Bill: Mount Everest is the highest mountain in the world.
Mr. Ley: Which is hotter, La Paz or Caracas?
Harry: Caracas is hotter than La Paz.
Mr. Ley: Which is the hottest, Argentine, Paraguay or Panama?
Tim: That is the easiest question. Panama is the hottest of the three.
Mr. Ley: Which is larger, Brazil or Canada?
John: I think Brazil is as large as Canada.
Tim: No, Brazil isn't as large as Canada. Canada is larger than Brazil.

Answer the following questions on the Reading Passage:

1. Do you like geography?
2. Which is the biggest river in the world?
3. Is Paraguay as big as Peru?
4. Is the Mississippi as long as the River Plate?
5. Is Illimani as high as Aconcagua?
6. Which is the biggest city in your country?
7. Is Cuzco as big as Lima?
8. Which is longer, the Parana or the Mississippi?
9. Which is the biggest ocean in the world?
10. Did Mr. Ley say that Tom was the cleverest boy in the class?
11. Which is the biggest river in your country?
12. Which is the highest, Kilimanjaro, Everest or Chimborazo?
13. Which is bigger, the sun or the moon?
14. Which is the longest street in your town?
15. Which is the smallest continent in the world?

NEW WORDS

<i>geography</i>	[dʒi'ogrəfi]	<i>to share</i>	[ʃɛə(r)]
<i>mount</i>	[maunt]	<i>to reach</i>	[ri:tʃ]
<i>pleasant</i>	['plezənt]	<i>shilling</i>	['ʃiliŋ]
<i>healthy</i>	['helθi]	<i>soprano</i>	[sə'pra:nəu]
<i>balcony</i>	['balkəni]	<i>accident</i>	['aksɪdənt]

GRAMMATICAL EXPLANATIONS

La comparación de los adjetivos.—Los grados de comparación son tres: *positivo*, *comparativo* y *superlativo*. Existen tres posibilidades en el comparativo: *igualdad*, *superioridad* e *inferioridad*.

Comparación de igualdad:

La *comparación de igualdad* exige “*as*” tanto delante como detrás del adjetivo. No obstante, en oraciones *negativas*, “*so*” puede reemplazar al primer “*as*”.

Santiago is as big as Lima.

Margaret is as pretty as Ruth.

Caracas is not so/as big as Buenos Aires.

Comparación de superioridad:

Para la *comparación de superioridad*, si el adjetivo es monosílabo o disílabo, con la segunda sílaba débil tal como *gentle*, *humble*, *pretty*, *holy*, *clever*, se añade el sufijo “*er*” al adjetivo positivo, lo cual va seguido de “*than*”.

My car is bigger than yours.

Caracas is hotter than Bogota.

NOTA.—El adjetivo “*just*” es una excepción. Así se dice: *More just*.

Como hemos dicho, muchos de los adjetivos disílabos toman “*er*”. Tales como: *pleasant*, *pretty*, *happy*, *clever*, *simple*, *lazy*, *dirty*, *healthy*, etc., considerándolos, a los efectos de hacer la comparación de superioridad como *monosílabos*.

Los otros adjetivos de más de una sílaba van precedidos de “*more*” y seguidos de “*than*”:

This book is more interesting than mine.

Living in Caracas is more expensive than living in Paris.

Superlativo de superioridad:

El *superlativo de superioridad* se usa en la *comparación de más de dos*. Los adjetivos monosílabos y ciertos bisílabos toman el sufijo “*est*”:

Mr. Brown is the richest man in the city and Mr. White is the poorest.

He took the smallest one of all.

Todos los demás adjetivos de más de una sílaba van precedidos de "most" y seguidos de "of" o "in" igualmente.

This is the most interesting novel I have ever read.
My problem was the most difficult, I think.

EXERCISES

A) *Put in the correct defective verbs or their substitutes:*

1. My brother — to study last night. (obligation)
2. You will not — to go with your brothers tomorrow. (permission)
3. Will they — to pay the money next week? (obligation)
4. These men have — to get it in the end. (capacity)
5. Henry, you — write to your mother once a week. (duty).
6. He — have passed his examination, I think. (possibility)
7. Boys — keep their clothes clean. (advisability).
8. I shall — to give the books to James tomorrow. (obligation)
9. Mrs. White says that I — get up earlier to study. (advisability)
10. My mother — to clean the house when she came back. (necessity)
11. He — have done it but he decided not to. (ability, capacity)
12. My father has — pay for what my brother did. (necessity)
13. They — not have been as bad as you think. (possibility)
14. Will they — to bring their friends? (permission)
15. She — come if it does not rain. (possibility)

B) *Translate into English:*

- | | |
|--|--|
| 1. ¿Puede venir su hijo conmigo? | 8. A él le dejarán venir conmigo, creo yo. |
| 2. Puede ser que Henry haya aprobado. | 9. Puede ser cierto, pero no lo creo. |
| 3. Creo que deberá usted trabajar más duro. | 10. El no sabía conducir. |
| 4. Estos muchachos deberían estudiar más. | 11. Ellos sienten no poder venir. |
| 5. Es posible que él tenga dinero. | 12. Mary debería estar con nosotros. |
| 6. Podría ayudarte si tú quieres. | 13. Si no sabes nadar, es peligroso. |
| 7. El podrá comprar la granja si consigue el dinero. | 14. El gato puede estar escondido ahí. |
| | 15. ¿Sabe ella escribir a máquina bien? |

C) *Put the verbs in the following sentences into the Simple Past:*

1. Mary is at home all the morning, but John is at work, and the children are at school.
2. Is Peter in the garden? No, he isn't.
3. There are some papers on the table in the hall.
4. Who is that? It's Colin.
5. Are there any letters for me? No, there aren't.
6. Is there a chair on the balcony? Yes, there is.
7. Are you always alone at the office? Oh, no, not always.
8. Is Sally ill? Yes, she is; she is in bed with a cold.
9. Peter and his brother don't share a bedroom.
10. Jane asks for her toys.

D) *Make ten correct sentences by numbering the sections in Column 2 which correspond to those in Column 1:*

- | | |
|----------------------------------|----------------------|
| 1. I could come | with my family. |
| 2. I am reading a book | when he rang up. |
| 3. I have read the letter | next month. |
| 4. I shall go there | three years ago. |
| 5. I shall be going there | this year. |
| 6. I have learnt Spanish | this time next week. |
| 7. I learnt Spanish | if I can. |
| 8. I am staying at Peter's house | already. |
| 9. I was writing a letter | today. |
| 10. I don't have lunch | in future. |

E) *Re-write the following sentences with "not any":*

Ex.: The boy *hasn't any* friends here.

- | | |
|---------------------------------------|--|
| 1. This boy has no friends here. | 6. She has no food to eat. |
| 2. There are no bears in this forest. | 7. He had eaten nothing. |
| 3. The man got no eggs from the hen. | 8. There is no wine for you. |
| 4. You will get no money. | 9. We have had no food at all today. |
| 5. They had no bread. | 10. The donkeys got no food at all that day. |

PRONUNCIATION EXERCISE

Frases que inducen a error al ser oídas:

1. I am ill, please call my daughter.
2. I work in the park on Sundays.
3. The gardener was walking in the garden.
4. He wasn't tall enough to reach the shilling.
5. I saw his son but I didn't see his doctor.
6. The soprano lost her boys in an accident.

LESSON TWENTY - ONE

Bogotá is not so hot as Caracas. ↘

Buying a House



Jane and Hugh have seen quite a lot of houses and flats. They like the first house they saw best. They have spoken with Mrs. Carter, the bank manager and their lawyer. This morning Mr. Bruton, the real estate agent, is coming with all the papers to sell them the house. He is at the door.

Mrs. Carter: Good morning, Mr. Bruton. Have you all the papers?

Mr. Bruton: Yes, I have them all here; the contract, the plans of the house and the official papers for the Town Council.

Mrs. Carter: What is your last price?

Mr. Bruton: I told you the price was 12,000 dollars. I can let you have it at that price, if you pay half now and the rest in two years' time. On the other hand, if you pay cash down I can let you have ten per cent reduction.

Mrs. Carter: Very good, I will pay you cash down.

Answer the following questions:

1. What had Hugh and Jane seen?
2. Which house did they like best?
3. Who have they spoken with?
4. What is the bank manager's name?
5. Would you like to be a lawyer?
6. Who is coming this morning?
7. What is he coming with?
8. What is he coming for?
9. What papers has he?
10. Who are the official papers for?
11. What was the price of the house paying half now?
12. When had the rest to be paid?
13. What reduction would Mr. Bruton give if Mrs. Carter paid cash down?
14. How much would the price be?
15. What did Mrs. Carter decide to do?

NEW WORDS

<i>lawyer</i>	[ˈlɔːjə(r)]	<i>cash down</i>	[ˈkɑʃ ˈdaʊn]
<i>contract</i>	[ˈkɒntrækt]	<i>per cent</i>	[pə ˈsent]
<i>plan</i>	[plan]	<i>reduction</i>	[riˈdʌkʃən]
<i>official</i>	[əˈfiʃəl]	<i>noisy</i>	[ˈnoizi]
<i>Town Council</i>	[ˈtaʊn ˈkaʊnsl]	<i>to choose</i>	[tʃuːz]
<i>price</i>	[praɪs]	<i>swan</i>	[swɒn]
<i>on the other hand</i>	[ɒn ði ˈʌðə ˈhand]	<i>swiftly</i>	[ˈswɪftli]
<i>cash</i>	[kɑʃ]		

GRAMMATICAL EXPLANATIONS

Comparación de inferioridad:

La *comparación de inferioridad* toma "less" delante del adjetivo y "than" detrás de él:

It is less hot in Bogotá than in Medellín.
Tom is less intelligent than your brother.

Pero es más usual decir: *It is not so... as*, que: *It is less... than*.

Así:

It is not so hot in Bogota as in Medellin.

Tom is not so intelligent as your brother.

Superlativo de inferioridad:

El superlativo de inferioridad exige el adverbio "*least*" delante del adjetivo [seguido todo de "*of*" o "*in*", si el segundo término de la comparación va expreso]:

That was the least interesting city that I visited.

This is the least important of all the things that you told me.

Hay algunos comparativos y superlativos *irregulares*. He aquí la lista con los más importantes:

GOOD o WELL, BAD, FAR, MUCH, MANY, LITTLE, OLD

Comparativos irregulares

<i>Positivo</i>	<i>Comparativo</i>	<i>Superlativo</i>
Good, well	Better	<i>Best</i>
Bad	Worse	<i>Worst</i>
Far	Farther (further)	<i>Farthest (furthest)</i>
Little	Less	<i>Least</i>
Many	More	<i>Most</i>
Much	More	<i>Most</i>
Old	Older (elder)	<i>Oldest (eldest)</i>

OBSERVACIÓN.—*Elder* y *eldest* se usan entre familiares: primos, hermanos, etcétera, para indicar el orden de nacimiento. *Elder* no admite "*than*":

We are three brothers and he is the eldest.

Yes, my eldest brother is older than you.

EXERCISES

A) *Put in the correct form of the comparative:*

1. Is your brother (short) than I?
2. A cow is (big) than a rabbit.
3. This is (interesting) book I have ever read.
4. Henry was (brave) soldier in the army.
5. Mr. Brown is (intelligent) than my teacher.
6. Venezuela is one of (rich) countries in America.
7. She is (fat) woman that I know.
8. Was Peter (brave) than Tom?
9. Henry is (short) in his class.
10. He is not (lazy) of all my pupils.
11. Margaret was (pretty) girl in her class.
12. Who is (young), you or Henry?
13. Which is (hot) place in this country?
14. They have (little) than we.
15. This field is (green) than that one.
16. This is (important) of all.
17. Is Peter's car (good) than yours?
18. He is (careful) than you.
19. That was (sweet) cake of all.
20. Who is (happy) man in this city?
21. They are three cousins and Peter is (tall).
22. This room is (clean) in the house.
23. What is (cold) season in your country?
24. Is Henry (fat) boy in your school?
25. This bicycle is (strong) than Henry's.
26. Yes, this mountain is (high) of all.
27. Are your shoes (new) than mine?
28. Give me (big) one you have.
29. Please use a (bad) one.
30. She is (noisy) than her brother.

B) *Put in the appropriate relative pronoun in the following sentences:*

1. The book — I am reading is very good.
2. She is the woman — son I taught English.
3. The people with — I am living are very good.
4. — dress is she going to wash?
5. He is the man — coat is on that chair.
6. — is Peter dancing with?
7. It is the best car — I ever had.
8. — do you think wrote it?
9. — is that little house?
10. The boy with — I play is very clever.
11. — does he do now? Does he work here?
12. — was he looking at?

C) *Make the following sentences future by using the "going to" form:*

Ex.: They *are going to wait* for me at the airport.

- | | |
|--|--|
| 1. They waited for me at the airport. | 8. David planted the tree in his garden. |
| 2. She will put on her new dress. | 9. My mother will wake you up. |
| 3. The children took the chair into the house. | 10. Mrs. Green sold her chickens. |
| 4. We shall go to the country next week. | 11. Yes, Roger and Arthur came too. |
| 5. This man got very rich. | 12. We shall be very happy there. |
| 6. Mr. Brown took me home in his car. | 13. They worked with my father. |
| 7. He built his house near a road. | 14. These men had lunch with us. |
| | 15. Margaret will make the journey soon. |
| | 16. She put the roses in water. |

D) *Put in the missing prepositions:*

- | | |
|---|--|
| 1. Aconcagua is the highest mountain the Andes. | 11. He is coming three o'clock. |
| 2. My friend is the room. | 12. I go to the cinema Sundays. |
| 3. There is a glass the tray. | 13. The lesson is page 103. |
| 4. I'm going open the window. | 14. There is nothing his hand. |
| 5. He has put his hat a hook. | 15. There is a bottle the table. |
| 6. Mr. White is the door. | 16. Susan works 5 o'clock. |
| 7. He is listening the radio. | 17. Mrs. White goes to the cinema her husband. |
| 8. She is looking the television. | 18. He has arrived the office. |
| 9. They are working the garden. | 19. He comes the morning. |
| 10. The picture is the wall. | 20. The nights are long winter. |

PRONUNCIATION EXERCISE

Frases para practicar determinados sonidos:

- | | |
|---|----------------------------------|
| 1. (h) He had a hole in his hat. | 5. (h) He had a hat on his head. |
| 2. (tʃ) Charles went to church with the children. | 6. (ŋ) Sing a long song. |
| 3. (dʒ) Joan and Joe speak German. | 7. (b) Bye-bye, Bob. |
| 4. (tʃ) Choose a chair for the child. | 8. (t) It is ten to two, Tom. |
| | 9. (r) Ruth rang up Richard. |
| | 10. (w) The swan swam swiftly. |

LESSON TWENTY - TWO

There is very little time. \

Buying Some Food



As Mrs. Wilson was not well, Jane went shopping instead of her mother. First she went to the butcher's and she bought some veal and a little beef to make beef soup. The butcher hadn't any chicken. She then went to the baker's and bought a little loaf, and some small rolls. At the greengrocer's, she wanted to buy a small cabbage, but they only had large ones. She didn't know what to do, but in the end, she bought a big one. They hadn't any fresh fruit at the fruiterer's, so Jane couldn't buy any. She then went to the grocer's and there she bought a small tin of pineapple, a little bottle of oil, some butter, some tea and some York ham. She also bought some potatoes.

Answer the following sentences on the Reading Passage:

1. Who was ill?
2. Who went shopping?
3. Where did Jane go first?
4. What did she buy at the butcher's.
5. What kind of soup was Jane going to make?
6. What did she buy at the baker's?
7. Who goes shopping in Mrs. Wilson's house?
8. Do you like buying your clothes?
9. Where must you go to buy meat?
10. Where must you go to buy bread?
11. What did Jane buy at the greengrocer's?
12. Do you like vegetables?
13. What fruit do you like best?
14. Where must you go to buy York ham?
15. Which is bigger, a loaf or a roll of bread?

NEW WORDS

<i>as</i>	[az]	<i>fruiterer's</i>	['fru:trəz]
<i>instead of</i>	[ins'ted əv]	<i>grocer's</i>	['grəʊsəz]
<i>butcher's</i>	['bʊtʃəz]	<i>pineapple</i>	['pain'apl]
<i>veal</i>	[vi:l]	<i>oil</i>	[oil]
<i>beef</i>	[bi:f]	<i>York ham</i>	['jo:k 'ham]
<i>baker's</i>	['beikəz]	<i>kind</i>	[kaɪnd]
<i>roll</i>	[rəʊl]	<i>scientist</i>	['saɪəntɪst]
<i>greengrocer's</i>	['gri:n'grəʊsəz]	<i>to discover</i>	[dis'kʌvə(r)]
<i>cabbage</i>	['kæbɪdʒ]	<i>basket</i>	['bɑ:skɪt]
<i>in the end</i>	[ɪn ði 'end]	<i>dull</i>	[dʌl]
<i>fresh</i>	[frefʃ]		

GRAMMATICAL EXPLANATIONS

"Some" como *partitivo*.—Ya hemos visto que "*some*" puede hacer funciones de adjetivo y pronombre, siendo entonces sustituido por "*any*" en la forma interrogativa y negativa.

"Some" hace funciones de partitivo cuando indica o señala parte de un todo. Este todo puede referirse a un: 1), "*uncountable noun*"; 2), a un nombre colectivo formado por unidades separadas:

- 1) He was eating an orange and gave me *some*.
I would like to have *some* cheese too.
- 2) This class is not so bad, but only *some* of the pupils work hard.
At the meeting, *some* spoke and *some* said nothing.

Diferencia entre "*little*" y "*small*", "*large*" y "*big*".—*Little* tiene dos usos:

- 1) Partitivo = pequeña cantidad de un "*uncountable*":
There is very *little* time.
I have a *little* bread.
- 2) Adjetivo con el significado de *small* más connotación afectiva que puede ser de agrado o desagrado.

Por lo tanto, *small* indica el tamaño objetivamente, científicamente:

A *small* atomic reactor.
A *small* car, boy...

Cualquier objeto o persona cuando se describe únicamente el tamaño, sin añadir ningún matiz afectivo.

Mientras que en: What a beautiful *little* girl/house (*small* sería imposible por no cuadrar con la intención que es afectiva).

Lo mismo sucede con *large* y *big*.

EXERCISES

A) *Finish these sentences with complements of your own:*

- | | |
|----------------------------------|------------------------------------|
| 1. He is a boy who _____. | 6. I cannot tell you what _____. |
| 2. That was the boy whose _____. | 7. Which of these boys _____? |
| 3. Whom did he _____? | 8. Who told you _____? |
| 4. They do not know what _____. | 9. This is the lady to whom _____. |
| 5. The house which _____. | 10. The car which _____. |

- | | |
|---------------------------------|-----------------------------------|
| 11. She always buys what _____. | 16. The parrot which _____. |
| 12. Whose was _____? | 17. Who was the man _____? |
| 13. What has Peter _____? | 18. With whom _____? |
| 14. The city in which _____. | 19. He ate what _____. |
| 15. I see the girl who _____. | 20. These are the children who —. |

B) Form a question to which the words in *italics* are answers:

- | | |
|--|--|
| 1. He sent the roses <i>to Helen</i> . | 9. My brother's friend planted them. |
| 2. My brother met <i>Mr. Brown</i> . | 10. The children ate <i>very nice food</i> . |
| 3. They are living <i>in Santo Domingo</i> now. | 11. The old woman knew <i>the thief</i> . |
| 4. This old house is <i>my father's</i> . | 12. That green car is <i>Henry's</i> . |
| 5. <i>Henry and Peter</i> did it. | 13. <i>Mr. Gardner</i> is going to send Jean a present. |
| 6. They bought their new car <i>two weeks ago</i> . | 14. Peter has been playing <i>with his schoolmates</i> . |
| 7. My friend Tom lives <i>with his aunt</i> . | 15. The boys threw the stone <i>at the hens</i> . |
| 8. This scientist discovered <i>an important thing</i> . | 16. She will buy a lot of things <i>for her children</i> . |

C) Write questions to which the following sentences are answers:

NOTA.—En la mayoría de los casos la pregunta puede hacerse de más de una forma.

- | | |
|--|--|
| 1. He is fourteen years old now. | 11. The child did it with this pencil. |
| 2. We came here at four o'clock. | 12. My father is very well, thank you. |
| 3. I can speak four languages. | 13. No, he does not live here now. |
| 4. They are studying now. | 14. They studied with Peter and me. |
| 5. She is looking for her books. | 15. She went to Paris two months ago. |
| 6. Six boys came to school today. | 16. No, I could not understand it. |
| 7. Because we are very tired. | 17. I found the ring in the dust. |
| 8. She put the basket on that table. | 18. He opened it with this key. |
| 9. Mrs. Green bought six hens and two rabbits. | 19. We only visited four countries. |
| 10. No, that is Mr. Brown's brother. | 20. The green one is mine. |

D) *Translate these sentences into English:*

- | | |
|--|---|
| 1. Yo no sé lo que él hizo. | 9. La pluma que está en la mesa es mía. |
| 2. El vio a quien tú conoces. | 10. ¿A quién diste mi libro de inglés? |
| 3. Esa es Mary, la chica de quien te hablé. | 11. La chica cuyo vestido era tan bonito vive aquí. |
| 4. ¿Qué comprarás para mí? | 12. ¿Cuál es el nombre de este señor? |
| 5. El sitio en que viven ellos está muy lejos. | 13. ¿Es éste el carro que compraste? |
| 6. ¿Quién vive contigo ahora? | 14. Este es el cine al que solemos venir. |
| 7. Yo creo que él consiguió lo que quería. | 15. El hombre con quien hablamos es francés. |
| 8. ¿Qué vas a dibujar? | |

DICTATION

Some people are always working, and others don't work at all. I don't think it's good to work too much, but generally people have to work to live. Do you work? Oh, yes, of course I do, but not every day. I work on weekdays, and rest on Sundays, like other people. Do you like work? No, I don't. Neither do I. In England they say: "All work and no play makes Jack a dull boy."

PRONUNCIATION EXERCISE

Formas fuertes y débiles. Léanse los siguientes ejemplos recalcando con energía las sílabas elegidas para llevar el acento y pronunciando levemente las que no lo lleven:

come as (əz) **soon** as (əz) **possible**.
do as (əz) you are (juə) **told**.
John is as (əz) **tall** as (əz) **Peter**.
come at (ət) **once**.
look at (ət) **Jean**.
 they will be (bi) **there** by **now**.
 I've been (aivbin) **there twice**.
what are you (əju) **looking** at (at)?

where have you **been** (bi:n)?
 there is **nobody** but (bət) **Peter**.
when can (kən) you **come**?
 at the (ətði) **end** of the (əvðə) **book**.
bread and (ən) **butter**.
 I could have (kədəv) **done** it **before**.
how d'you (dju) **do** (du:)?
what does he (dəzi) **do**?

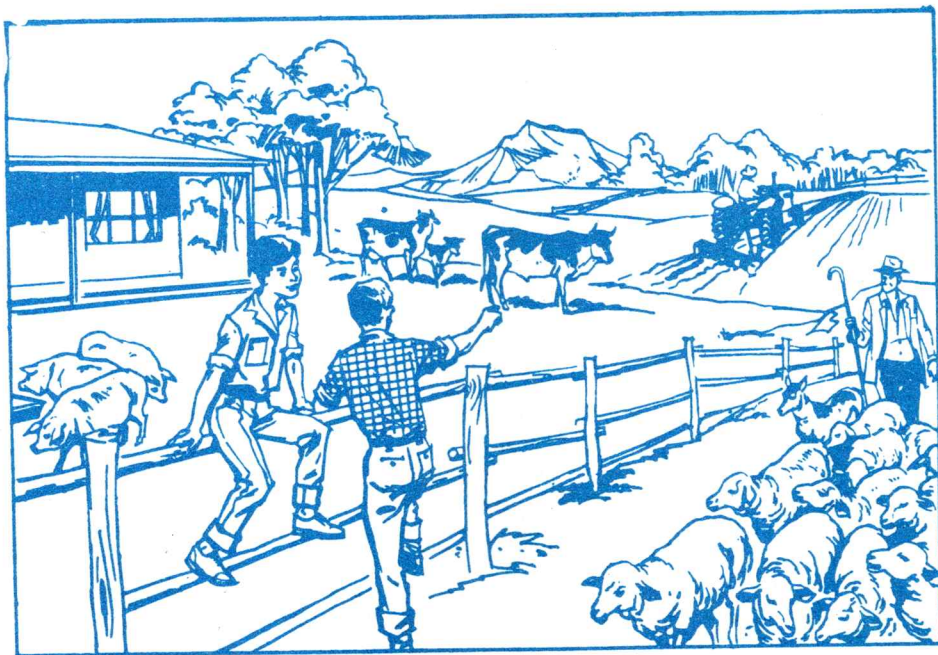
I'm **looking** for a (fərə) **book**.
what are you (əju) **looking** for (fo:)?
I have (aihəv) **bought** it for you (fəju).
I shall (ʃəl) **see** him.
you should have (juʃədəv) **taken** it.
what has he (həzi) **done**?
give me her (mihə) **hat**.

tell her (hə) to **come**.
I **want** some (səm) **books**.
that's more than (ðən) I **thought**.
I **told** them (ðəm) to **do** it.
there was a (ðəwezə) **man** in the **room**.
they were (wə) **here** **before**.
he would (hiwəd) **like** it.

LESSON TWENTY - THREE

He gave his mother the money. \

Visiting a Farm



Harry Wilson has invited his friend James Stilton to visit the Wilson's farm. James is very interested because he has never lived on a farm.

James: Have you many animals on your farm?

Harry: Yes, we have a lot, but I don't know how many. You must ask my father that.

James: Have you any cows?

Harry: Yes, we have almost a dozen cows, and one prize bull called Napoleon.
 James: What about pigs?
 Harry: Oh! We have quite a lot of pigs. The sow had fourteen piglets the other day. Snow Ball is our prize boar. We also have some sheep. The majority are ewes but we have some rams.
 James: Do you often ride?
 Harry: No, not very much now. When I was younger we had a pony and I went for long rides over the hills, but now we haven't any horses.
 James: How do you farm the land?
 Harry: We use tractors.

Answer the following questions on the Reading Passage:

1. Who invited James Stilton?
2. Who did Henry Wilson invite?
3. Why was James interested?
4. Have you ever lived on a farm?
5. Would you like to have a farm?
6. What kind of domestic animals are there in your country?
7. Where do we get milk from?
8. How many piglets had Mr. Wilson's sow?
9. What is their prize boar called?
10. What is a mother sheep called?
11. Where does butter come from?
12. Does Henry ride a lot?
13. Do you like riding?
14. Have you ever ridden a pony?
15. Which is bigger, a pony or a horse?

NEW WORDS

<i>to invite</i>	[in'vait]	<i>ram</i>	[ram]
<i>interested</i>	['intristid]	<i>ride</i>	[raid]
<i>prize</i>	[praiz]	<i>to farm</i>	[fa:m]
<i>sow</i>	[sau]	<i>pony</i>	['pəuni]
<i>piglet</i>	['piglit]	<i>tractor</i>	['traktə(r)]
<i>boar</i>	[bo:(r)]	<i>hotel</i>	[həu'tel]
<i>majority</i>	[mə'dʒoriti]	<i>to remember</i>	[ri'membə(r)]
<i>ewe</i>	[ju:]	<i>famous</i>	['feiməs]

GRAMMATICAL EXPLANATIONS

Verbo transitivo, intransitivo, copulativo y su predicado nominal.—*Verbo transitivo* es aquel en que la acción expresada por el verbo trasciende o pasa del sujeto gramatical:

John loves *his mother*.
He sent *the flowers*.

Un verbo transitivo puede usarse también en forma *reflexiva*:

The boy hurt *himself* with this knife.

A veces los verbos transitivos se usan sin un complemento:

Has he always been an honest man? No, at first he *stole*.

Un verbo transitivo puede llevar objeto directo, indirecto y preposicional:

Peter sent *the flowers to Helen by plane*.

Si el objeto directo, como en este caso, es un sustantivo, puede ponerse primero el objeto indirecto *sin preposición* seguido del objeto directo. No con todos los verbos puede hacerse esto.

Obsérvense los siguientes ejemplos:

Con preposición

Peter sent the roses to Helen by plane.
We showed the picture to Henry.
He gave the money to his mother.
Mr. Poser bought toys for his children.

Sin preposición

Peter sent Helen the roses by plane.
We showed Henry the picture.
He gave his mother the money.
Mr. Poser bought his children toys.

NOTA.—1) Cuando el objeto directo, por ser un pronombre, es más corto que el indirecto, por ser éste un sustantivo, entonces es más usual poner el complemento indirecto, *sin preposición*, antes del directo. 2) Pero si los dos complementos son pronombres, entonces el indirecto va al final *precedido de preposición*:

- 1) I showed *him* my new house.
- 2) Yes, I sent them *to her* two weeks ago.

Verbo intransitivo es aquel en que la acción expresada por el verbo no trasciende quedándose en el sujeto:

He went to Paris a long time ago.
They live in this city.

A veces un verbo intransitivo puede usarse transitivamente:

The boys fly *their kites*.
He fought *many great battles* against many great armies.

Verbo copulativo es aquel que sirve de unión o cópula entre el sujeto y su complemento o *predicado*.

El más importante de todos ellos es el verbo *to be*. Si bien hay otros con un sentido incoactivo, pasivo o de estado que no viene al caso tratar ahora.

— They are *honest and good*.
He is *an engineer*.
The child was *weak and ill*.
Henry will be *my friend*.

EXERCISES

A) Write and say the following sentences as in the example:

Ex.: She showed the present to Ann.

1. *She showed Ann the present.*
2. *She showed it to her.*
1. I bought a watch for the boy.
2. Paul gave the apples to the woman.
3. They sent the flowers to Jane.
4. He bought a present for his mother.
5. She brought sweets for the children.
6. He threw the books to Charles.
7. She showed her house to Mrs. Black.
8. The boy threw a stone at the hens.
9. He sold his horse to Mr. Green.
10. I gave the pen to Nancy.
11. She is buying the ties for Arthur and me.
12. The pupil showed his exercise to the teacher.

B) Join each of the following pairs of sentences by using: "who", "whom", "whose", "that", "which", "what".

Ex.: This is the pen. He writes with it. = *This is the pen with which he writes.*

- | | |
|--|---|
| 1. That is the hotel. We stayed at it for two months. | 11. This is the girl. I spoke about her. |
| 2. That was the man. You saw him. | 12. The man is here. You sent the money to him. |
| 3. The shoes were not red. He bought them. | 13. You told me. I will remember it. |
| 4. Give this boy the sweets. I put them there. | 14. I met the lady. Her son studies with me. |
| 5. He erased the sentences. I wrote them on the blackboard. | 15. This is the man. I spoke about him. |
| 6. They saw. These boys did it yesterday. | 16. Here is the woman. Her husband works with Peter. |
| 7. The boy came. He studies with me. | 17. The famous writer came yesterday. He is known everywhere. |
| 8. The girl is here. You spoke to us about her. | 18. He lives in this city. The city has many churches. |
| 9. The watch was not mine. I lost it. | 19. The girl was pretty. The girl came here yesterday. |
| 10. The man brought the flowers. The man works in this office. | 20. Mr. West bought the house. It has eight rooms. |

C) Put in the appropriate relative pronouns:

- | | |
|--|--|
| 1. Will you do — I want? | 8. He did not do — I told him. |
| 2. He said, "I do not know — built it". | 9. — of these four boys spoke? |
| 3. Mr. Gardner is the man to — I spoke. | 10. — is he going to do in England? |
| 4. That was the horse on — I rode. | 11. The pen with — I am writing is not good. |
| 5. Here is the man — wife is a teacher. | 12. — are these two schoolbags? |
| 6. Is it the ring — you lost? | 13. Show me — you have in your hand. |
| 7. This is the shop in — we bought the sweets. | 14. I do not know — he wants. |

D) Form questions to which the words in *italics* are the answers:

- | | |
|--|--|
| 1. They came here <i>last month</i> . | 6. Charles studies <i>with Ann</i> . |
| 2. She is crying <i>because she is not happy</i> . | 7. Mary lost her bag <i>in the park</i> . |
| 3. He put his book <i>on my desk</i> . | 8. She left school <i>at four o'clock</i> . |
| 4. They sent the books <i>by air</i> . | 9. <i>Henry</i> erased it. |
| 5. He is writing <i>with a piece of chalk</i> . | 10. He is sitting <i>because he is tired</i> . |
| | 11. She did it <i>very well</i> . |
| | 12. <i>Peter's cap</i> is on that table. |

PRONUNCIATION EXERCISE

Frases para practicar determinados sonidos

- | | |
|--|--|
| 1. (p) Put some pepper in Peter's soup. | 7. (ð) They bathed there together. |
| 2. (b) Barbara and Betty bought a beautiful book. | 8. (f) She'll show the fish on a dish. |
| 3. (t) It's ten, so it's time for Tom to take the train. | 9. (s) Sue will see us soon. |
| 4. (d) Why did Dad do it that day? | 10. (z) Those boys and girls use their own pens. |
| 5. (k) Kate can't cook. | 11. (w) Where was William with his wife? |
| 6. (v) Vick's voice is very vulgar. | 12. (g) Peggy is a good girl. |

LESSON TWENTY - FOUR

Get on the bus here and get off at Piccadilly Circus. ↘

A Railway Journey



Tom and Peter, Mr. Wilson's sons, are going on a long railway journey. The train is at the station. Tom gets into the compartment and from the windows he takes in the suitcases that Peter gives him. Then Peter gets in. The compartment is full. There are a lot of people. When the ticket-inspector came along, Peter took out the tickets and gave them to him. The inspector turned on the light to see the tickets properly.

Peter: What time does the train get to the terminal?

Inspector: It gets there at 7.10.

Tom: Does the train go over the river?

Inspector: No, the train goes by the river.

The inspector then turned off the light and went on.

When the train got to the terminal, Tom got up and took down the suitcases. Peter got out of the carriage and took the suitcases from Tom. Then Tom got out.

Answer the following questions on the Reading Passage:

1. Who are going on a journey?
2. How are they going there?
3. Where is the train?
4. Do you like going by train?
5. Do you travel often?
6. Which do you prefer, going by train or going by car?
7. Have you ever flown?
8. What does Peter give to the ticket-inspector?
9. What did the ticket-inspector do?
10. What did Peter ask the ticket-inspector?
11. Does the train go over the river?
12. What river runs through London?
13. What river runs through your city?
14. Have you ever been to England?
15. Have you ever been to the USA?

NEW WORDS

<i>to get on</i>	[ˈget ˈon]	<i>properly</i>	[ˈpropəli]
<i>to get off</i>	[ˈget ˈof]	<i>terminal</i>	[ˈtə:mi:nəl]
<i>railway</i>	[ˈreilwei]	<i>to turn off</i>	[ˈtə:n ˈof]
<i>compartment</i>	[kəmˈpɑ:tmənt]	<i>to go on</i>	[ˈgəʊ ˈon]
<i>ticket inspector</i>	[ˈtikit inˈspektə(r)]	<i>carriage</i>	[ˈkəri:dʒ]
<i>to take out</i>	[ˈteik ˈaʊt]	<i>by train</i>	[baɪ ˈtreɪn]
<i>to turn on</i>	[ˈtə:n ˈon]	<i>by car</i>	[baɪ ˈka:(r)]
<i>ticket</i>	[ˈtikit]	<i>to settle</i>	[ˈsetl]

GRAMMATICAL EXPLANATIONS

Verbos compuestos o "two-word verbs".—El significado de un verbo queda completamente cambiado o modificado al añadir preposiciones o adverbios. Generalmente, estos verbos son irregulares y se les llama verbos compuestos, "*two-word verbs*" o "*phrasal verbs*":

He aquí algunos de ellos con ejemplos:

GET GOT GOT = conseguir, lograr, obtener.

Get to (arrive) = llegar a.

At what time does the train *get to* London?

We *got to* the city when it was dark.

Get in, into (go in, into) = entrar.

It was impossible to *get in* without help.

I'm sure the thief *got in* by this window.

When she *got into* her room, the cat was lying on her bed.

Get out (go out) = salir.

That boy is *getting out* of the swimming-pool.

We cannot *get out* until four o'clock.

Get on (enter a vehicle) = subir a un vehículo.

Yes, we *got on* the bus at Piccadilly Circus.

The dog did not want to *get on* the bus at first.

Get off (dismount from, descend from a vehicle) = apearse.

He *got off* the bus first and waited for me.

We will not *get off* as it is raining.

Get away = marcharse, irse (*cuando hay obstáculos*).

The thief managed to *get away*.

Why don't you want to *get away*?

Get over (go over, pass over) = pasar por encima, saltar por encima.

The boys *got over* the garden wall and took the apples.

He could not *get over* the fence and was caught.

Get up (rise from bed, set on foot) = levantarse.

On Sundays, I generally *get up* at ten o'clock.

He *got up* very late when I was there.

Get down (descend, dismount) = bajar, bajarse.

My cat went up the tree and then it could not *get down*.

The climber was *getting down* from the rock.

Get well (recover from illness) = ponerse bien, sanar.

If you do what the doctor says, you will soon *get well*.

His sore foot is *getting well* very quickly.

EXERCISES

A) *Put in the appropriate relative pronoun in the following sentences:*

- | | |
|---|--|
| 1. He has little of — he needs.
I told him — I thought of his brother. | 6. I asked — was the way to his house. |
| 2. This is the house — door is always open. | 7. Could you tell me — threw my books there? |
| 3. She does not like the shoes — I bought for her. | 8. — is your teacher? |
| 4. You cannot know — I have done. | 9. — would you like to eat now? |
| 5. She killed the mouse — we saw in the room. | 10. From — was this present? |
| | 11. In — house does he live? |
| | 12. The boy — brings the bread has been ill. |

B) *Translate into English:*

- | | |
|--------------------------------|--|
| 1. Esto es todo lo que yo sé. | 5. La escuela en que estudio no es muy grande. |
| 2. ¿Para quién es este regalo? | 6. Las flores que trajiste no tenían olor. |
| 3. ¿Con qué compraste la casa? | |
| 4. Haz lo que quieras. | |

- | | |
|---------------------------------------|---|
| 7. ¿Por qué lo hiciste otra vez? | 12. ¿Cuál de estos libros es el de Pedro? |
| 8. ¿A quién conocías en aquel país? | 13. ¿Cuál ejercicio es el mejor? |
| 9. ¿A quién has enviado las flores? | 14. ¿Quiénes te van a ayudar mañana? |
| 10. ¿Qué vamos a hacer esta tarde? | 15. ¿Con quién estabas hablando? |
| 11. No me gusta la casa en que viven. | |

C) *Make 10 correct sentences by numbering the sections in Column 2 which correspond to those in Column 1:*

Column 1

Column 2

- | | |
|--------------------------------|--------------------------|
| 1. He speaks Spanish | a year ago. |
| 2. I shall be reading | when he goes home. |
| 3. I shall smoke | this year. |
| 4. I am going to write it | yet. |
| 5. They have settled in Canada | when the light went out. |
| 6. I gave it to him | in 1964. |
| 7. She was studying | for a long time. |
| 8. They settled in Canada | tonight. |
| 9. I haven't seen it | if I have money. |
| 10. I was in Italy | all the afternoon. |

D) *Complete these sentences with the correct preposition or adverb:*

1. She opened her handbag and took her handkerchief.
2. We get at 7.30 in the morning.
3. Let me come
4. They gave, their tickets at the office.
5. Go and come tomorrow.
6. He took his coat of the cupboard, and put it
7. She took her shoes, because they were wet.
8. They got the car, and went for the day in the country.
9. They waited me the corner.
10. He stood when she came

PRONUNCIATION EXERCISE

Frases para practicar determinados sonidos

- | | |
|---------------------------------------|---|
| 1. (θ) Smith thanked the author. | 7. (a) Catch that cat, Ann. |
| 2. (n) Nine men went to town at noon. | 8. (a:) Charles can't dance. |
| 3. (j) Yes, you are young. | 9. (o) John was not wrong. |
| 4. (i:) He eats meat and peas. | 10. (o:) George called Paul. |
| 5. (i) Bill thinks it is in this tin. | 11. (u) The cook would cook it if he could. |
| 6. (e) Well, said Bess. | 12. (u:) Sue, do it soon. |

LESSON TWENTY - FIVE

The boy was going up the stairs. ↘

Speaking about Furniture



Mrs. Wilson and Jane have been making out a list of the furniture Jane wants to buy for her new house.

Jane: I saw a lovely sitting-room suite at the Pickett's. It consists of a sofa for three, but which can seat four, two lovely armchairs, a low table almost as long as the sofa, two stools, a lovely carpet and curtains to match. Oh! I forgot, it has two standing-lamps.

Mrs. Wilson: Did Hugh like it?

Jane: Oh! Yes. We went into the shop and we measured everything. Then we went to our new house and measured the sitting-room, and we can get everything in nicely.

Mrs. Wilson: Very well, we'll buy it. How much is it?

Jane: It's 850 dollars.

Mrs. Wilson: Oh, dear, it's a lot of money, but we'll buy it.

Answer the following questions:

1. What have Jane and Mrs. Wilson been doing?
2. What is it that Jane wants to buy?
3. What did she see at the Pickett's?
4. What kind of a shop is the Pickett's?
5. How many people can the sofa seat?
6. How many armchairs were there in the suite?
7. How many stools were there?
8. What was the table like?
9. What kind of lamps were they?
10. Who also liked it?
11. What did Hugh and Jane do in the shop?
12. What did they do then?
13. What could they get into their sitting-room?
14. How much did the suite cost?
15. Is that a lot of money?

NEW WORDS

<i>suite</i>	[swi:t]	<i>nicely</i>	['naisli]
<i>to consist of</i>	[kən'sist əv]	<i>to cost</i>	[kost]
<i>sofa</i>	['səufa]	<i>to knock</i>	[nok]
<i>to seat</i>	[si:t]	<i>comb</i>	[kəʊm]
<i>stool</i>	[stu:l]	<i>long ago</i>	['lɒŋ ə'gəʊ]
<i>curtain</i>	['kə:tən]	<i>coal</i>	[kəʊl]
<i>to match</i>	[matʃ]	<i>recently</i>	['ri:sntli]
<i>to forget</i>	[fə'get]	<i>meal</i>	[mi:l]
<i>standing-lamp</i>	['stændɪŋ lamp]	<i>to rush</i>	[rʌʃ]
<i>to measure</i>	['meʒə(r)]	<i>Moor</i>	[muə(r)]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

GO WENT GONE = ir, irse.

Go in, into (enter, get in) = entrar.

I don't want to *go in* because it is late.
When I left, he was *going into* his house.

Go out (leave the place where you are, get out) = salir.

You cannot *go out*, the door is locked.

Yes, we are *going out* in two minutes.

Go up (ascend) = subir.

The boats were *going up* the river.

Please *go up* and tell him to come down.

Go down (descend) = bajar.

The boys *went down* the tree when they saw me.

He did not want to *go down* to the basement to sleep.

Go back (return) = regresar, volver.

When are they *going back* home?

He will not *go back* to his native country till June.

Go by (pass) = pasar, transcurrir.

Seven years *went by* and he did not come back.

Time *goes by* too quickly.

Go on (continue) = continuar.

He wanted to *go on* with his work and not to come fishing.

They *went on* helping him till the end.

Go across (cross) = cruzar.

He had to *go across* the river to get to the city.

She *went across* the street when the cars stopped.

E X E R C I S E S

A) *Put the verbs in these sentences in the correct form of the past:*

1. When I (to have) my breakfast, the postman (to knock) at the door.
2. When they (to be) boys, they (to play) football.
3. As he (to walk) to work, he (to meet) his brother.
4. The boys (to go) to the office every day.

5. When Doris (to do) her hair, she (to break) her comb.
6. Long ago, people (to live) in caves.
7. They (to visit) her every day when they were here.
8. When they (to study), they (to have) tea at 6 o'clock.

B) *Translate into English:*

- | | |
|--|---------------------------------------|
| 1. ¿Cuándo vas a verle? | 11. ¿Qué acabáis de hacer? |
| 2. No me gusta a mí esa casa. | 12. Acabamos de hacer el ejercicio. |
| 3. ¿Qué significa esa palabra en inglés? | 13. Lleva esta silla al comedor. |
| 4. El dibujo está en la página 40. | 14. ¿A qué hora desayunas? |
| 5. "¡Camarero!" — "¡Voy!". | 15. Saca la pluma del bolsillo. |
| 6. Estuve en Londres durante cinco años. | 16. ¿Vienen ustedes el próximo lunes? |
| 7. Dijo que tenía prisa. | 17. Esa es la habitación. ¡Entra! |
| 8. Me dijo que tenía hambre. | 18. El está en esa casa. |
| 9. Ella pidió a Juan el coche. | 19. Entra en esa tienda. |
| 10. Voy al cine todas las semanas. | 20. Este carro es de mi hermano. |

C) *Make ten correct sentences by numbering the sections in Column 2 which correspond to those in Column 1:*

Column 1

Column 2

- | | |
|---------------------------------|-----------------------------|
| 1. They settled in Lima | already. |
| 2. They have settled in Lima | at eight. |
| 3. I began my work | this minute. |
| 4. Coal became dearer | since the end of last year. |
| 5. They came to Caracas | now. |
| 6. Coal has become dearer | in 1962. |
| 7. They have come to Caracas | recently. |
| 8. I have just finished my work | a week ago. |
| 9. David went to bed | last year. |
| 10. David has gone to bed | at seven. |

D) *Put in the appropriate relative pronouns:*

- | | |
|--|--|
| 1. Tom, come here and do — I tell you. | 3. — is he thinking of? |
| 2. This is — you should do. | 4. He does not know — I have come for. |

- | | |
|---|-------------------------------------|
| 5. That was the best — you could do. | 11. — of these hats would you buy? |
| 6. — lives in that old house? | 12. Yes, he got — he wanted. |
| 7. — did Mary ask to go shopping? | 13. Give me anything — you wish. |
| 8. He told me all — he knew. | 14. — did Mary visit yesterday? |
| 9. I do not know — put it there. | 15. The pencil — he lost was green. |
| 10. They cut the tree — leaves were so green. | |

DICTATION

The first meal of the day is breakfast. We generally have breakfast at a quarter to eight or eight o'clock in the morning, though some people, who begin their work earlier or who live a long way from their work, have it earlier and others later. For breakfast we generally have tea, bread and many other things because breakfast in England is one of the biggest meals of the day.

PRONUNCIATION EXERCISE

Frases para practicar determinados sonidos

- | | |
|--|-------------------------------------|
| 1. (ʌ) Just rush to that bus. | 5. (ai) Bye-bye, Mike. |
| 2. (ə:) Have you heard that word, sir? | 6. (au) Brown found some pounds. |
| 3. (ei) Kate gave Jane eight cakes. | 7. (iə) I hear with my ears. |
| 4. (əu) Joe won't go home alone. | 8. (εə) Are their chairs there? |
| | 9. (oi) The joy of a boy is a toy. |
| | 10. (uə) I'm sure the Moor is poor. |

LESSON TWENTY - SIX

Come along with me. \

Jane and her Friends



Jane is having tea with her friends, May and Mavis. They are speaking about Jane's wedding.

May: Have you fixed the date of the wedding?

Jane: Yes, we are going to get married on the fifteenth of June.

Mavis: Just one month from today!

Jane: Yes, it is. I have been so busy all this time and I'm going to be busier still until we get married.

May: Have you done all your shopping?

Jane: Not all of it. I've bought some underwear, sheets, pillow-slips and towels but I've still got a lot to buy.

Mavis: What about your wedding-dress?

Jane: I'm having it made and when it's ready I'll show it to you.

May: That will be lovely.

Answer the following questions:

1. What is Jane doing?
2. Who are her friends?
3. At what time do English people generally have tea?
4. Do you ever have tea?
5. What were they speaking about?
6. What had Jane fixed?
7. When was she going to get married?
8. How long away was that?
9. What had Jane been?
10. Had Jane done all her shopping?
11. What had she bought?
12. What had she still to buy?
13. Had she bought her wedding-dress?
14. What is she having made?
15. What will she do when it is ready?

NEW WORDS

wedding	['wedɪŋ]	birthday	['bɜ:θdeɪ]
to fix	[fiks]	fare	[fɛə(r)]
sheet	[ʃi:t]	fair	[fɛə(r)]
pillow-slip	['pɪləʊ-slip]	deer	[diə(r)]
towel	['tauəl]	scene	[si:n]
wedding-dress	['wedɪŋdres]	steel	[sti:l]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

COME CAME COME = venir.

Come in, into (enter) = entrar.

Come in, John, I am waiting for you.

He thinks they *came into* my room through that gate.

Come out (get out) = salir.

He *comes out* later, do not wait for him.
When I got there, they were *coming out* of the theatre.

Come up (ascend) = subir.

He says he does not want to *come up* the stairs.
Yes, they are *coming up*, I can see them from here.

Come down (descend) = bajar.

If you go up, you will have to *come down*.
Come down please, and don't keep me waiting.

Come back (return) = regresar, volver.

Yes, I live here and I'm *coming back* tomorrow.
She is so happy, that she does not want to *come back*.

Come along (go with, make haste) = ir con, darse prisa.

Yes, he is *coming along* with me next summer.
Come along, Charles, we are going to miss the train.

Come to (arrive, reach) = llegar, alcanzar.

After two days walking, they *came to* the place.
You will *come to* the opening of the cave, but do not go in.

Come across (meet with) = encontrarse con, tropezarse con.

I was in the library and I *came across* the famous book.
He would like to *come across* his old friend some day.

EXERCISES

A) Put in the appropriate relative pronoun in the following sentences:

- | | |
|---|-------------------------------------|
| 1. That was the place to — we wanted to go. | 3. — did you help with your money? |
| 2. — birthday was it last Sunday? | 4. — did Peter buy these roses for? |

- | | |
|--|--|
| 5. — are they coming to visit? | 10. — father is Mr. Brown? |
| 6. This is the room — floor is so dirty. | 11. This is a country — people live happily. |
| 7. — pencil-box is that? | 12. That was — an Englishman asked me once. |
| 8. With — does Peter go to the theatre? | 13. Did you see anyone — they knew? |
| 9. They are not quite sure — they will do. | 14. — of these ladies is your aunt? |

B) *Make ten correct sentences by numbering the sections in Column 2 which correspond to those in Column 1:*

Column 1

Column 2

- | | |
|-------------------------------|-----------------------------|
| 1. He went to Bogota | already. |
| 2. I haven't seen you | in the morning. |
| 3. I was reading a book | just now. |
| 4. He has breakfast | tonight. |
| 5. She will read a novel | if I have time. |
| 6. I had finished my letter | when he came into the room. |
| 7. I am going to read a novel | at eight o'clock. |
| 8. They were reading a novel | while he was smoking. |
| 9. He goes to school | for ten years. |
| 10. He has gone to bed | last year. |

C) *What do you do with:*

1. food? We food.
2. water? We water.
3. a pen? We with a pen.
4. a book? We a book.
5. the radio? We to the radio.
6. the piano? We the piano.
7. a ball? We with a ball.
8. money? We money.
9. a chair? We on a chair.
10. a glass? We out of a glass.

D) *Translate into English:*

- | | |
|------------------------------|-----------------|
| 1. Tengo buena memoria. | 3. ¡Qué casa! |
| 2. ¿Qué quieres que yo haga? | 4. ¡Qué grande! |

- | | |
|--------------------------|------------------------------|
| 5. No tengo pluma. | 8. Te llevaré al cine. |
| 6. Es un trabajo duro. | 9. Vino el diez de mayo. |
| 7. Mi hermano es médico. | 10. Saca el libro del cajón. |

E) *Put in the missing adverbial particles and prepositions:*

- | | |
|--|--|
| 1. — what time does the plane
get — Chicago? | 7. The teacher told the students to
go — reading. |
| 2. I asked her to get — the car. | 8. I didn't want to go — because
it was raining. |
| 3. Here is the bus. Get —. | 9. Come — with us. |
| 4. He took the money and got
—. | 10. Hugh comes — of his office
at six. |
| 5. That is the classroom. Go —. | 11. Come — and sit —. |
| 6. We were enjoying ourselves, so
the time went — very quickly. | 12. Come — as soon as you can. |

PRONUNCIATION EXERCISE

Frases con homófonos

- | | |
|---|--|
| 1. She is going to see the sea. | 8. How much is the fare to go to
the fair? |
| 2. I think they are there in their
garden. | 9. Is that deer dear? |
| 3. His son was lying in the sun. | 10. Have you seen that scene? |
| 4. I have been weak all the week. | 11. I went to their house but they
weren't there. |
| 5. The maid made the cake. | 12. They steal the steel. |
| 6. I already knew the new doctor. | |
| 7. I can't hear from here. | |

LESSON TWENTY - SEVEN

I want you to take the car out. ↘

Decorating the House



Mrs. Carter, Hugh and Jane are inspecting the new house with Mr. Hinton, the decorator.

Mrs. Carter: This is the sitting-room. I don't like the floor very much.

Mr. Hinton: Why don't you have plastic varnish put on it? Then you won't have to waste a lot of time polishing it.

Jane: That's a good idea.

Mrs. Carter: How are you going to have the walls done?

Hugh: We are having them papered. We have already chosen the paper.

Mr. Hinton: And it's very good paper, the best in the shop. It will last for many years.

Mrs. Carter: Are you having all the walls papered?

- Jane:* Yes, I think it's nicer. The doors and windows are going to be painted white. It looks so clean.
- Mr. Hinton:* I suggest the front door should be painted brown and varnished.
- Hugh:* Yes, that's a good idea. How long will it take you to finish everything.
- Mr. Hinton:* It will be ready in three weeks' time.

Answer the following questions:

1. What are Mrs. Carter, Hugh and Jane doing?
2. Who is with them?
3. What is the first room they see?
4. What doesn't Mrs. Carter like about the sitting-room?
5. What does she suggest they did with it?
6. Have you plastic varnish on any of your floors?
7. Why is plastic varnish good?
8. What are they having done to the walls?
9. Are the walls of your classroom papered or painted?
10. What kind of paper had Hugh chosen?
11. What are they having done with the other walls?
12. What are they having done with the windows?
13. Why does Jane want the doors and windows painted white?
14. What did Mr. Hinton suggest?
15. How long will everything take to be ready?

NEW WORDS

<i>to decorate</i>	[ˈdekəreɪt]	<i>to waste</i>	[weɪst]
<i>to inspect</i>	[ɪnsˈpekt]	<i>to polish</i>	[ˈpɒlɪʃ]
<i>decorator</i>	[ˈdekəreɪtə(r)]	<i>to paper</i>	[ˈpeɪpə(r)]
<i>plastic</i>	[ˈplæstɪk]	<i>to suggest</i>	[səˈdʒest]
<i>varnish</i>	[ˈvɑːnɪʃ]	<i>to paint</i>	[peɪnt]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (*continuación*):

TAKE TOOK TAKEN = tomar, llevar.

Take in, into (carry in) = meter, llevar adentro.

It is too soon to *take* the fruit *in*.

The workers *took* the corn *into* the farm-house.

Take out (carry out) = sacar, transportar afuera.

The man *took out* his pen and wrote the note.

Who is going to *take* the dog *out* tomorrow?

Take down (put down) = bajar, descolgar.

Could you *take down* this picture for me, please?

Yes, they *took* the piano *down* to the ground floor.

Take care (be careful) = tener cuidado, cuidar.

I will *take care* of the things you left here.

"*Take care* of the pence and the pounds will *take care* of themselves".

Take off (rise from the ground, remove clothes, hat, etc., from the body = despegar un avión, quitarse una prenda.

We shall not be able to *take off* because of the weather.

If you are hot, *take* your coat *off*.

Take away (clear away, remove) = quitar, apartar, retirar.

I don't want your present, *take* it *away*, please.

She *took away* everything on the table.

Take hold of (seize, grasp) = agarrarse a, coger.

Yes, my brother *took hold* of a branch of the tree and was saved.

I cannot *take hold* of this nail because it is too small.

DO DID DONE = hacer.

Do with (go on with) = arreglárselas, componérselas uno.

Do not worry, I can *do with* this small piece very well.

It is a pity they have had to *do with* so little money.

Do without (manage without something) = pasarse sin, arreglárselas sin.

You can *do without* such a big garden.

Could you *do without* your comfortable house in that country?

MAKE MADE MADE = hacer, fabricar.

Los compuestos de este verbo están en el libro tercero de esta obra.

S o n g



The more we are together, together, together,
 The more we are together,
 The merrier we shall be.
 For your friends are my friends,
 And my friends are your friends,
 The more we are together,
 The merrier we shall be!

merrier

[*'meriə*]

más alegres

EXERCISES

A) *Give positive answers to the following questions:*

- | | |
|-------------------------------------|--|
| 1. Have you anywhere to go? | 7. Does your brother know anything about it? |
| 2. Can you see anybody from there? | 8. Has anyone rung the bell? |
| 3. Did he steal any of your horses? | 9. Could you open any box? |
| 4. Did you thank anybody for it? | 10. Do you know anybody in USA? |
| 5. Have you anything in your hand? | |
| 6. Is she cooking any chickens now? | |

B) *Give the other negative form using "no":*

- | | |
|--|---|
| 1. Do not say anything now. | 7. The man did not get anything that time. |
| 2. He did not take me anywhere. | 8. She does not quarrel with anybody. |
| 3. They did not plant any trees in the garden. | 9. The little boy does not remember anything. |
| 4. The boy will not want to go anywhere. | 10. I cannot see anyone from this window. |
| 5. I don't like any of them. | |
| 6. They have not a big house. | |

C) *Give two forms of the negative for each sentence:*

- | | |
|--|---|
| 1. There was someone in the room. | 6. He had written something about it. |
| 2. Henry wrote something on the wall. | 7. The boy hid something under the stone. |
| 3. I heard somebody talking there. | 8. He needed someone to look after him. |
| 4. They said something to the teacher. | 9. She was waiting for somebody. |
| 5. He wants someone to do it for him. | 10. They knew somebody in that city. |

D) *Translate these sentences into English:*

- | | |
|---|---|
| 1. Yo no vi a nadie en ninguna parte. | 6. El no hará nada si no trabaja duro. |
| 2. Ella no hablará con nadie. | 7. ¿Escondió ella algo allí? |
| 3. ¿Fumas tú alguna vez? | 8. El niño no se llevó ninguno. |
| 4. El nunca tenía nada que hacer. | 9. Ellos no tienen amigos en esta ciudad. |
| 5. Ninguno quiso decirnos cual era el camino. | 10. El nunca da nada a nadie. |

PRONUNCIATION EXERCISE

Practiquense las frases siguientes haciendo la diferencia entre:

- | | |
|--|---|
| 1. I comb (<i>b</i> muda).
I come. | 5. I walk.
I work. |
| 2. He writes.
He rides. | 6. We lift.
We left. |
| 3. I rode.
I wrote. | 7. They ride.
They read. |
| 4. I was.
I wash. | 8. I wash.
I washed.
I watch.
I watched. |

LESSON TWENTY - EIGHT

What is he looking for? \

Having Tea



Mrs. Brown asked Mrs. Wilson to tea. Mrs. Wilson put on her new hat and coat and looked at herself in the mirror. She thought her hat looked all right. She then looked for her bag and gloves, put out the light and set out a little before four o'clock. When she got to Mrs. Brown's house the dog was at the gate. Mrs. Wilson called out and Mr. Brown came out and drove the dog back. Mrs. Wilson went into the house and took off her hat and coat while Mrs. Brown saw about making the tea. Then they sat down and began to talk. Jane, the maid, brought in the tea.

"I could do with a cup of tea", said Mrs. Wilson.

"Here you are", said Mrs. Brown.

They had their tea and talked for a long, long time. When it was dark, Mrs. Brown turned on the light, but Mrs. Wilson said it was late and that it was time to go home.

Answer the following questions on the Reading Passage:

1. Who had asked Mrs. Wilson to tea?
2. Do you like tea?
3. What did Mrs. Wilson put on?
4. Do you look at yourself in the mirror before you go out?
5. Do you put on your hat when you go into a room?
6. Do you turn off the light when it is dark?
7. Do you lock the door when you go into a room?
8. When do you turn on the light?
9. When do you turn off the light?
10. Who takes care of you when you are ill?
11. Do you look like your mother?
12. When do you look up difficult words?
13. Do you like asking people to your house?
14. What did Mrs. Brown do with the dog?
15. Who brought in the tea?

NEW WORDS

<i>to set out</i>	[ˈset ˈaʊt]	<i>to lock</i>	[lɒk]
<i>gate</i>	[geɪt]	<i>to take care</i>	[ˈteɪk ˈkeə(r)]
<i>to call out</i>	[ˈkɔ:l ˈaʊt]	<i>to look like</i>	[ˈlʊk ˈlaɪk]
<i>to drive back</i>	[ˈdraɪv ˈbæk]	<i>to look up</i>	[ˈlʊk ˈʌp]
<i>to see about</i>	[ˈsi: əˈbaʊt]	<i>to ask to</i>	[ˈa:sk tu]
<i>to bring in</i>	[ˈbrɪŋ ˈɪn]	<i>lift</i>	[lɪft]
<i>to do with</i>	[ˈdu: wɪð]	<i>top</i>	[tɒp]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

LOOK LOOKED LOOKED = mirar.

Look (seem) = parecer.

It *looks* all right but I will not buy it.

The house *looked* clean and everything was in order.

Look at (direct eyes at) = mirar.

She *looked at* the river but she did not see anyone.

Look at the little girl; she is crying.

Look for (seek) = buscar.

Look for your pen, I put it there.

I have been *looking for* it but it is nowhere to be seen.

Look like (resemble, seem to be) = parecer, parecerse.

Your brother does not *look like* you.

It *looks like* rain.

Look after (take care of) = cuidar, tener cuidado de.

She *looks after* her younger brothers.

I shall have to *look after* his business when he is abroad.

Look up (search for—it refers to words—) = buscar, mirar (una palabra).

Will you *look up* this word for me in the dictionary, please?

Look it up in my book, you will find it.

ASK ASKED ASKED = preguntar.

Ask to (invite) = invitar.

Why don't we *ask him to* lunch with us today?

We were *asked to* the party but we did not go.

Ask for (make a request) = pedir, preguntar por.

Please *ask for* another bottle of wine, I am thirsty now.

We should *ask for* our old friend, he may be here now.

EXERCISES

A) *Give negative answers in two different forms for each question:*

- | | |
|--|--------------------------------------|
| 1. Did he bring any red apples for you? | 6. Are they going somewhere? |
| 2. Has he any friends here? | 7. Could Peter speak to anyone? |
| 3. Did you send anything to her? | 8. Was he having lunch with anybody? |
| 4. Were you looking for any of your books? | 9. Does she understand everything? |
| 5. Does he do anything now? | 10. Did the thieves open any window? |

B) *Put "who", "whom", or "which" in these sentences, and say when you may use "that" and when these words can be omitted:*

- | | |
|---|--|
| 1. The policeman is standing on the corner is a friend of mine. | 5. The coat I bought is very nice. |
| 2. The book you see on the table is new. | 6. The shoes I wore yesterday are not comfortable. |
| 3. The tree I sat under was very tall. | 7. The friend I am going to see is a doctor. |
| 4. That lady came here is my sister. | 8. The exercise I have done is not right. |

C) *Complete the following sentences:*

- | | |
|---|---|
| 1. He is bigger I. | 6. Have you any money you? |
| 2. She is good you. | 7. I shall see you the morning. |
| 3. It isn't nice you say. | 8. He is coming night. |
| 4. That is better I thought it was. | 9. I don't like getting in the morning. |
| 5. Don't speak much and do more. | 10. I have breakfast eight o'clock. |

D) *Translate into English:*

- | | |
|---|---|
| 1. El Sr. Brown no plantó ningún árbol. | 11. ¿Has estado alguna vez allí? |
| 2. No hay tinta en este tintero. | 12. Yo nunca he oído tal cosa. |
| 3. El gato no ha querido comer nada. | 13. No pude conseguir nada de tu hermano. |
| 4. ¿Has perdido alguna cosa? | 14. Ella no contestó ninguna pregunta. |
| 5. ¿Estuviste tú allí alguna vez? | 15. ¿Viste a alguno de mis amigos? |
| 6. Los niños pequeños quieren tocar todo. | 16. Algunos estaban sentados, otros estaban de pie. |
| 7. Ninguno de ellos quiso hacer nada. | 17. Nadie me vio entrar. |
| 8. No hay cerveza en la botella. | 18. El no tenía nada en la mano. |
| 9. No tengo nada en la mano. | 19. Ella, algunas veces, pasea conmigo. |
| 10. Nadie le conoce a él. | 20. Nunca llovía en aquel país. |

E) *Fill in these phrasal verbs with adverbial particles or prepositions:*

- | | |
|--|---|
| 1. Peter goes — school every day. | 6. She has lost her bag and is looking — it. |
| 2. Get — the bus here, and get — at the fourth stop. | 7. We got — the lift and went — to the top floor. |
| 3. Look — Jane. She is very pretty. | 8. Then we got — of the lift. |
| 4. I could do — a beer. | 9. Turn — the light. I can't see. |
| 5. Take these dirty plates —. | 10. Who looks — the children when you are —? |

PRONUNCIATION EXERCISE

Léanse las palabras siguientes haciendo la diferencia entre las mismas:

- | | |
|--------------------------------------|--|
| 1. She said.
She sighed [said]. | 5. They shoot.
They shut. |
| 2. She sews [səʊz].
She shows. | 6. I can.
I come.
I came. |
| 3. I saw.
I sew [səʊ].
I show. | 7. They went there.
They weren't there. |
| 4. He loves.
He laughs. | |

LESSON TWENTY - NINE

He used to smoke a lot.↘

Gardening



Mrs. Carter: What about the garden?

Jane: Oh, yes, we have forgotten about the garden.

Hugh: I haven't. I have already been busy in the garden. Come and see what I have done.

Mrs. Carter: Hugh loves gardening.

Jane: I'm so glad! I love a pretty garden, but I don't like all the hard work.

Mrs. Carter: I see you've cut the grass.

Hugh: Yes, that was the first thing I did. I borrowed a lawn-mower and cut the grass. Here I've prepared the ground for a kitchen-garden. I'm going to plant lettuces, tomatoes, onions and peas.

- Jane:* Good, there's nothing I like better than fresh vegetables.
- Hugh:* You can pick them when they are ready and we can have fresh salads.
- Mrs. Carter:* Look at these roses. Aren't they beautiful?
- Jane:* Yes, I think we are going to have a beautiful garden.

Answer the following questions:

1. What had Jane forgotten about?
2. Who hadn't forgotten about the garden?
3. What had he been doing?
4. What did Mrs. Carter say Hugh loved?
5. Why was Jane glad?
6. What didn't Jane like doing?
7. What was the first thing that Hugh did?
8. Where did he get the lawn-mower?
9. What is a lawn-mower used for?
10. What had he done with a piece of ground?
11. What was he going to plant there?
12. Why was Jane pleased?
13. What was she going to do with the vegetables when they were ready?
14. What could they make with the vegetables?
15. What flowers were beautiful?

NEW WORDS

<i>gardening</i>	[ˈgɑːdnɪŋ]	<i>to pick</i>	[pɪk]
<i>to borrow</i>	[ˈbɒrəʊ]	<i>salad</i>	[ˈsæləd]
<i>lawn-mower</i>	[ˈlɔːnˈməʊə(r)]	<i>baking-tin</i>	[ˈbeɪkɪŋ tɪn]
<i>to prepare</i>	[prɪˈpeə(r)]	<i>oven</i>	[ˈʌvən]
<i>kitchen-garden</i>	[ˈkɪtʃɪnˈgɑːdən]	<i>cover</i>	[ˈkʌvə(r)]
<i>onion</i>	[ˈʌnjən]	<i>hairdresser's</i>	[ˈheədresəz]
<i>pea</i>	[piː]	<i>thirsty</i>	[ˈθɜːsti]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

SET SET SET = poner, colocar.

Set out (begin a journey) = marchar, partir.

It is too late to *set out*, the village is a long way off.

We shall *set out* at three o'clock in the afternoon.

CALL CALLED CALLED = llamar.

Call out (shout, cry out) = gritar, vocear.

He *called out* for help but nobody came.

Call the names *out*, the pupils will answer.

DRIVE DROVE DRIVEN = impeler, conducir.

Drive out (compel somebody by force to go out) = echar por la fuerza, expulsar.

The soldiers were *driven out* of the city they had taken.

It will be difficult to *drive* them *out* now.

Drive back (compel somebody by force to go back) = hacer retroceder, rechazar.

The enemy attacked but they were *driven back* easily.

You will have to *drive* the horses *back* to their stable.

USE USED USED = emplear, usar, gastar.

Used to (to have had the habit of) = haber estado acostumbrado, haber tenido la costumbre.

I *used to* go to my office by train when I lived in London.

He *used to* smoke more than he does now.

Use up (consume, finish) = consumir, gastar, acabar.

We were so thirsty that our whole water-spply was *used up* in five minutes.

I buy a lot of string but my children *use* it *up* very quickly.

EXERCISES

A) *Put in the appropriate words:*

1. The picture is page 205.
2. I'm sitting my desk.
3. There is a typewriter the table.
4. Mr. West arrives the office nine o'clock.
5. I have a book my hand.
6. Mrs. West is standing the gate the garden.
7. She is looking that picture the wall.
8. Mount Everest is the highest mountain the world.
9. There is an aeroplane the sky.
10. There is a dog the left side of the picture.
11. What is there the side the plate?
12. The dog is picture No. 2.
13. I go the cinema Sundays.
14. "Libro" is the Spanish word book.
15. Mrs. Smith is putting the baking-tin the oven.
16. When Mr. Black arrives home he takes his hat.
17. Mr. White has taken the key his pocket and is opening the door.
18. There is a cover the typewriter.
19. I can't read glasses.
20. I always go the cinema my wife.

B) *Read and answer these questions:*

- | | |
|-------------------------------------|--------------------------------------|
| 1. What will you do after class? | 6. When will you see him? |
| 2. When will she come? | 7. What will they say? |
| 3. Where shall I put my pencil-box? | 8. Where shall we go today? |
| 4. What day will it be tomorrow? | 9. Where will you go for the summer? |
| 5. And the day after tomorrow? | 10. What shall we do tomorrow? |

C) *Translate into English:*

- | | |
|---|--|
| 1. ¿Venía a las once? No; venía a las doce. | 3. Me vendieron (a mí) algunos cigarrillos muy buenos. |
| 2. Dio unas estampillas al dependiente. | 4. ¿Lo sabía usted? |
| | 5. Salió muy tarde. |

- | | |
|---------------------------------------|---|
| 6. Hablaron inglés y español. | 9. Los dos trabajan juntos muy bien. |
| 7. Compré muchas cosas en esa tienda. | 10. Tu reloj va adelantado y el mío atrasado. |
| 8. El está fumando un pitillo. | |

D) *Make 10 correct sentences by numbering the sections in Column 2 which correspond to those in Column 1:*

Column 1

Column 2

- | | |
|----------------------------------|---------------------------|
| 1. I haven't gone to the theatre | yesterday. |
| 2. He was having lunch | this month. |
| 3. I went for a long walk | for 2 years. |
| 4. She is at the hairdresser's | since 7 o'clock. |
| 5. I shall go to your house | the day before yesterday. |
| 6. He's staying with Peter | when the telephone rang. |
| 7. I saw my friend in the street | now. |
| 8. I have waited here | when I was 20. |
| 9. I used to play football | if I have time. |
| 10. I have eaten my lunch | already. |

DICTATION

About half-past four in the afternoon we generally drink a cup of tea where we work, and if we are thirsty we drink two and even three cups. Children come out of school early, at about four o'clock and go home and have their tea, which consists of tea and many things to eat and which their mother has made for them.

PRONUNCIATION EXERCISE

Practiquense las frases siguientes haciendo la diferencia entre:

- | | |
|---|---|
| 1. I warn (o:).
I won (ʌ). | 5. I shave (ʃ).
I save (s). |
| 2. They wander (o).
They wonder (ʌ). | 6. I hear (ai).
I'm here (aim). |
| 3. Stop it (i).
Stop eating (i:). | 7. I want it (wontit).
I wanted it (wontid it). |
| 4. I shut it (ai).
I'll shut it (ail).
I'd shut it (aid). | 8. I called (o:).
I'm called (aim/o:).
I'm cold (əu). |

LESSON THIRTY

Put out the light; it's late. ↘

Planning the Wedding



Mrs. Carter and Hugh are at the Wilson's. Both families are together. They are planning the wedding.

Mrs. Wilson: We have only two weeks to the wedding. We must plan all the details. Have you sent out all the invitations?

Jane: Yes, we have sent out three hundred invitations, and we have already received some wedding presents.

Mrs. Carter: How many people do you think will come to the reception?

Hugh: That is very hard to say, but I think there will be four hundred people.

Mrs. Wilson: That is a lot. It's going to be quite expensive.

- Jane:* But we are not going to have a knife-and-fork reception. We are getting married at six o'clock, and we shall have cocktails and plenty of things to eat at the Church Hall.
- Mr. Wilson:* I think that is a very good idea.
- Mrs. Carter:* Have you arranged for the cars and the photographers?
- Hugh:* Yes, Mother. I have spoken to them.

Answer the following questions:

1. Where are Mrs. Carter and Hugh?
2. What are both families doing?
3. How long was it to the wedding?
4. What must they do with all the details?
5. What had they done with the invitations?
6. How many had they sent out?
7. What had they already received?
8. How many people did they expect at the reception?
9. Were they going to have a knife-and-fork reception?
10. When were they going to get married?
11. Where were they going to hold the reception?
12. What were they going to have to eat and drink?
13. What does Mr. Wilson think?
14. How were they going to the church?
15. Who had Hugh spoken to?

NEW WORDS

<i>to plan</i>	[plan]	<i>fork</i>	[fo:k]
<i>detail</i>	['di:teɪl]	<i>cocktail</i>	['kokteɪl]
<i>to send out</i>	['send 'aʊt]	<i>plenty</i>	['plenti]
<i>invitation</i>	[ɪnvi'teɪʃən]	<i>to arrange</i>	[ə'reɪndʒ]
<i>to receive</i>	[rɪ'si:v]	<i>photographer</i>	[fə'togrəfə(r)]
<i>reception</i>	[rɪ'sepʃən]	<i>to light</i>	[laɪt]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

RUN RAN RUN = correr.

Run away (escape) = huir, escapar.

When I got there, the boys *ran away*.

We had to *run away* when we saw the dog.

CUT CUT CUT = cortar.

Cut off (sever, intercept) = amputar, interceptar.

The doctor *cut off* his leg as it was badly hurt.

I was speaking to Mary on the telephone but she *cut me off*.

WALK WALKED WALKED = andar, pasear.

Fall over = caer encima, caerse, darse la vuelta una cosa.

If you leave that case there, someone will *fall over* it.

Be careful, child, you'll *fall over*.

The vase *fell over* because you put it on the edge.

Fall asleep (become asleep) = dormirse.

The boy was so tired, that he *fell asleep* on the chair.

BE WAS, WERE BEEN = ser, estar.

Be made up of (to be composed, consist) = estar formado o compuesto, consistir.

This product *is made up of* three different substances.

The machine *was made up of* four different parts.

EXERCISES

A) *Put in the right form of the "two-word verb" the infinitive of which is given in Spanish:*

1. When did you — that place? (llegar)
2. — Peter, we were waiting for you. (entrar)
3. Why doesn't this cat — from the roof of the house? (bajarse)
4. The dog — the river and saved its master. (saltar dentro)
5. They were — of the forest when I saw them. (salir)
6. Shall we be able to —? (salir)
7. Why did you not — the bus when you saw me? (subir, montarse)
8. He got angry and — without saying good-bye. (marcharse)
9. We had to stop the car as we could not — the big stone on the road. (pasar por encima)
10. You should — earlier to study your lessons. (levantarse)
11. We shall have to — on the next street. (aparearse)
12. Don't worry, your dog's leg will — in a week. (sanar, ponerse bien)
13. Prices — every day because of the economical situation. (subir)
14. Many years — before he came back home. (pasar)
15. He does not want to — paying visits to Mary. (continuar)
16. She — the street because she did not see the car. (cruzar)
17. Why don't you want —? Mary is here too. (subir)
18. When are they going — from San Jose? (regresar)
19. I — it — because it was very cold. (enchufar)
20. Please — the water — as it is not needed now. (cortar, desenchufar)

B) *Translate these sentences into English:*

- | | |
|---|--|
| 1. Este ejercicio es el más difícil de todos. | 8. Esto es lo menos importante de todo. |
| 2. Es mejor estudiar que no hacer nada. | 9. Sí, este es el camino más largo. |
| 3. La muchacha más bonita de todas es Ruth. | 10. Esta silla es mucho más pesada. |
| 4. Hay menos gallinas que patos. | 11. ¿Qué es lo mejor que él puede hacer? |
| 5. Estos son los zapatos peores que yo tengo. | 12. Esta habitación está más limpia. |
| 6. Paul estudia menos que mi hermano. | 13. El de Enrique era el más pequeño. |
| 7. La señora Green era la mujer más gorda de la fiesta. | 14. El fue uno de los más grandes hombres. |

- C) *Make 10 correct sentences by numbering the sections in Column 2 which correspond to those in Column 1:*

<i>Column 1</i>	<i>Column 2</i>
1. She is lighting a fire	yesterday.
2. I am going to the cinema	for 4 weeks.
3. I smoked a cigarette	tomorrow.
4. He has not smoked	now.
5. We speak English	last year.
6. They are having tea	every day.
7. I cook my lunch	today.
8. He went to Seville	at seven.
9. I'm smoking a lot	on Monday.
10. Mr. Forest arrived home	in the morning.

- D) *Answer these questions:*

- Are you taller than I am?
- Is your country larger or smaller than mine?
- Are your children older or younger than my sister's?
- Which is farther from Caracas, Bogota or Lima?
- Do you like town life better than country life?
- Does she know more English than you do?
- Who is older, your elder brother, or his elder brother?
- Which is easier, this exercise or that?
- What is the weather like today?
- How many brothers and sisters have you?

PRONUNCIATION EXERCISE

Ejercicio de consonantes al final de las palabras

- | | |
|--|---|
| 1. were, word, words, works, work,
worked, worm, worms, worse,
worst, world, worlds. | 3. thin, thing, think, things, thinks. |
| 2. see, sees, seem, seemed, seems,
seek, seeks, seat, seats, seen, seeing,
seed, seeds, seal, seals, sealed,
cease, ceased. | 4. coal, cold, comb, combs, combed,
coat, coats, coke, coach, coast. |
| | 5. may, make, mate, makes, made,
main, male, maize. |

LESSON THIRTY - ONE

He is getting angry.

Out for a Walk



Jane: What time is it, Hugh? I think it is late. It is getting dark.

Hugh: It's about six o'clock. It isn't late. It's growing dark because there is a big cloud. I think a storm is coming.

Jane: Yes, you are right. It was quite hot, but now it is getting cold.

Hugh: Oh! My watch is wrong. It is half-past six by that clock.

Jane: I am afraid of the storm. The cloud is growing bigger. The weather is getting worse.

Hugh: Yes, but after the storm it will get better.

Jane: I think I ate something which is making me sick.

Hugh: Yes, you have gone rather pale.

Jane: I'm quite cold.

Hugh: Are you hungry or thirsty?

Jane: I couldn't eat or drink a thing. Take me home before I get ill.

Hugh: All right, then. Here is a taxi. Get in!

Answer the following questions on the Reading Passage:

1. Who are going out for a walk?
2. Who wants to know the time?
3. What time is it by Hugh's watch?
4. Is it early?
5. Why is it growing dark?
6. Is the weather good?
7. Was it cold before?
8. Who is afraid of the storm?
9. Are you afraid of storms?
10. Does the weather get better after a storm?
11. Are there many storms where you live?
12. How is Jane feeling?
13. Does she look pale?
14. Is Jane hungry?
15. How do they go home?

NEW WORDS

to get angry ['get 'aŋgri]
to get dark ['get 'da:k]
to grow dark ['grəu 'da:k]
storm [sto:m]
to get cold ['get 'kəuld]
to be afraid of ['bi: ə'freid əv]

to get worse ['get 'wə:s]
rather ['ra:ðə(r)]
pale [peil]
to get ill ['get 'il]
taxi ['taksi]
fireman ['faɪəməŋ]

GRAMMATICAL EXPLANATIONS

Expresiones idiomáticas más usuales con los verbos "be", "get", "grow", "go", "make", seguidos de adjetivos.—Los verbos *get, grow, go*, cuando van seguidos de un adjetivo o comparativo, tienen un significado muy similar e indican *cambio, transformación*. Conociendo el significado del adjetivo que les acompaña, es fácil deducir el significado del verbo que modifica.

Make también significa *transformación y cambio* y va inmediatamente seguido de un objeto gramatical. El adjetivo que lo modifica va después.

El verbo *to be* es idiomático, especialmente cuando traduce *tener* en español. Sucede esto al expresar ciertas sensaciones anímicas o fisiológicas, y la edad, extensión, longitud, grosor, etc., de las personas y cosas.

Obsérvense y estúdiense los giros idiomáticos a que dan lugar los verbos *get, grow, go, make, be*, con los adjetivos que el alumno ya conoce.

TO GET

<i>to get hot</i>	= calentarse	<i>to get old</i>	= envejecer
<i>to get rich</i>	= enriquecerse	<i>to get dirty</i>	= ensuciarse
<i>to get poor</i>	= empobrecerse	<i>to get ill</i>	= enfermarse
<i>to get hard</i>	= endurecerse	<i>to get sick</i>	= marearse, enfer- marse
<i>to get angry</i>	= enojarse	<i>to get strong</i>	= fortalecerse
<i>to get worse</i>	= empeorar	<i>to get fat</i>	= engordar
<i>to get better</i>	= mejorar	<i>to get dark</i>	= oscurecer

TO GROW

<i>to grow rich</i>	= enriquecerse	<i>to grow worse</i>	= empeorar
<i>to grow poor</i>	= empobrecerse	<i>to grow bigger</i>	= hacerse más grande, crecer
<i>to grow old</i>	= envejecer	<i>to grow less</i>	= disminuir
<i>to grow fat</i>	= engordar	<i>to grow strong</i>	= ponerse fuerte
<i>to grow dark</i>	= oscurecer		
<i>to grow better</i>	= ponerse mejor		

TO GO

<i>to go bad</i>	= ponerse malo (una cosa)	<i>to go pale, green</i>	= palidecer, poner- se verde
------------------	------------------------------	------------------------------	---------------------------------

TO MAKE

<i>to make some- thing hot</i>	= hacer sentirse con calor a uno	<i>to make some- thing strong</i>	= hacer fuerte a uno
<i>to make some- thing rich</i>	= hacer rico a uno	<i>to make some- thing sad</i>	= poner triste a uno
<i>to make some- thing happy</i>	= hacer feliz a uno	<i>to make some- thing fat</i>	= engordar a uno
<i>to make some- thing beautiful</i>	= hacer hermoso	<i>to make some- thing sick</i>	= poner enfermo a uno

TO BE

<i>to be cold</i>	= tener frío	<i>to be heavy</i>	= pesar
<i>to be hot</i>	= tener calor	<i>to be sleepy</i>	= tener sueño
<i>to be right</i>	= tener razón	<i>to be born</i>	= nacer (ser naci- do)
<i>to be wrong</i>	= no tener razón	<i>to be afraid</i>	= tener miedo
<i>to be tall</i>	= tener altura	<i>to be hungry</i>	= tener hambre
<i>to be high</i>	= tener altura (de cosas)	<i>to be thirsty</i>	= tener sed
<i>to be old</i>	= tener edad	<i>to be careful</i>	= tener cuidado

NOTA.—El alumno encontrará un estudio más completo y detallado de todos estos verbos en el libro 4.^o de esta obra.

S o n g



Three blind mice! Three blind mice!
 See how they run! See how they run!
 They all ran after the farmer's wife,
 She cut off their tails with a carving-knife,
 Did you ever see such a thing in your life,
 As three blind mice?

carving-knife
blind

['ka:viŋ naif]
 [blaɪnd]

cuchillo de trinchar
 ciego

E X E R C I S E S

A) Write these sentences in the "Future Perfect":

Ex.: He *will have studied* his lessons.

- | | |
|----------------------------------|--|
| 1. He studies his lessons. | 7. Did Henry answer all the questions? |
| 2. They stole my father's money. | 8. The dog has caught two rabbits. |
| 3. She came back from Lima. | 9. The little cat died. |
| 4. The woman washes the floor. | 10. She cleans all the rooms. |
| 5. They worked for two hours. | |
| 6. She got married then. | |

B) Write these sentences in the "Conditional Simple":

Ex.: *I should walk if it were possible*

- | | |
|--|---|
| 1. I walked with this girl (<i>if it were possible</i>). | 7. My father likes to live in this country. |
| 2. He bought a new car. | 8. We planted the trees in our garden. |
| 3. Mary likes to read this novel. | 9. I stayed at this good hotel. |
| 4. Henry told you what I did. | 10. She puts these flowers on the table. |
| 5. This boy gave us his books. | |
| 6. You rode on Mr. Brown's horse. | |

C) Write these sentences in the "Conditional Perfect":

Ex.: *I should have sold my old car.*

- | | |
|--|-------------------------------------|
| 1. I sold my old car. | 6. We will make a house for you. |
| 2. They sat on that table. | 7. Peter is eating an apple. |
| 3. Henry will read this book. | 8. He stole our white horse. |
| 4. The boy hid at the back of this tree. | 9. Mr. Brown is taking the picture. |
| 5. My brother drank the milk. | 10. I shall jump from this wall. |

D) Make ten correct sentences by numbering the sections in column 2 which correspond to those in column 1:

Column 1

1. I saw him
2. We finished
3. I waited
4. He read it
5. He has been there
6. I haven't seen him
7. She met them
8. He hasn't read it
9. We have finished
10. I have waited

Column 2

since 10 o'clock.
a long time.
already.
a month ago.
yet.
yesterday.
many times.
last night.
at seven o'clock.
recently.

E) *Complete these sentences:*

- | | |
|---|---|
| 1. Mary is tall her brother. | 6. John's house is (near) to the station ours. |
| 2. This hill is not high that one. | 7. He came (late) to class you. |
| 3. This hat is expensive the other. | 8. Which is (nice) this or that? |
| 4. My book is interesting yours. | 9. He is the (tall) man in the world. |
| 5. Is your brother old your cousin? | 10. That book isn't good this. |

PRONUNCIATION EXERCISE

Ejercicio de consonante al final de palabras.

Léanse las siguientes series de palabras y hágase la diferencia, tanto al leer como auditivamente:

1. neck, necks, next, nest, nests.
2. say, save, saves saved, sane, same, saying, sake, safe, sale, sails, sailed.
3. shave, shaves, shaved, shake, shakes, shamed, shame.
4. play, playing, played, plays, place, places, plate, plates, plane, planes.
5. bin, bill, bills, bid, bids, bit, bits, big.

LESSON THIRTY - TWO

The sun rises in the East ↗ and sets in the West. ↘

The other Day



The other day Jane and Hugh went for a walk in the country. It was rather late and there was a storm coming. Jane was afraid of the storm. She had eaten something which had made her ill, but Hugh got a taxi for her before she was sick, and took her home. Jane is now in bed. She has been lying in bed for two days. When she got home, she lay down at once. She told Hugh that she was better, although it was a lie, because she was not feeling quite well.

Hugh has called to see how she is and is speaking to Mrs. Wilson. "How is

Jane this afternoon," asks Hugh. "She is very much better," answers Mrs. Wilson. "I have brought her this box of chocolates. I thought she would like them," says Hugh. "Thank you," says Mrs. Wilson. "I'm sure she'll be very pleased."

Answer the following questions on the Reading Passage:

1. Who went for a walk?
2. When did they go?
3. Did they go early in the morning?
4. Was it a beautiful day?
5. What was Jane afraid of?
6. What had she eaten?
7. How did Hugh take Jane home?
8. How long has Jane been in bed?
9. What did she do the moment she got home?
10. Did she tell Hugh a lie?
11. Do you ever tell lies?
12. How was Jane really feeling?
13. What has Hugh brought her?
14. Who did Hugh give the box of chocolates to?
15. What did Mrs. Wilson answer?

NEW WORDS

<i>to lie</i>	[lai]	<i>gun</i>	[gʌn]
<i>lie</i>	[lai]	<i>to fire</i>	[ˈfaɪə(r)]
<i>chocolates</i>	[ˈtʃɒklɪts]	<i>voice</i>	[voɪs]
<i>to tell lies</i>	[ˈtel ˈlaɪz]	<i>trip</i>	[trɪp]
<i>piece</i>	[pi:s]		

GRAMMATICAL EXPLANATIONS

Los verbos "lie", "lay", "rise", "raise".—Algunos verbos tienen una forma muy similar, pero un significado completamente distinto. He aquí la lista con los más usuales:

LIE LAY LAIN LYING = *remain in a specified state* = estar tumbado, yacer.

Este es un verbo *irregular e intransitivo*. Significa también *be situated* = estar situado.

I have been *lying* in bed for two hours.
He *lay* there for a long time without being seen.
The farm *lies* on a hill to the south of Merry Road.

LIE LIED LIED LYING = *to tell an untruth, speak falsely* = mentir.

Este es un verbo *regular*.

Did you *lie* Tom? No, mother, I did not *lie*.
My friend James is always *lying* needlessly.
How many times have you *lied*? I don't believe you.

LAY LAID LAID LAYING = *place, set* = poner, colocar.

Este es un verbo *irregular y transitivo*.

The maid *lays* the table at twelve.
I could not *lay* my hands upon it.
This hen *laid* a lot of eggs last year.

RISE ROSE RISEN RISING = *get up, go up* = levantarse, surgir.

Este es un verbo *irregular e intransitivo*.

The sun *rises* in the East and sets in the West.
A strong wind *rose* yesterday in the afternoon.
After five minutes, the curtain *rose* and the play started.

RAISE RAISED RAISED RAISING = *lift, take up* = levantar, criar.

Este es un verbo *regular y transitivo*.

My father *raised* his hat when the lady entered.
This strong wind is going to *raise* a lot of dust.
He is *raising* cows and horses in the Argentine.

Los siguientes verbos no presentan dificultad en su uso, no obstante su forma es muy similar y un tanto confusa:

Bring	brought	<i>brought</i>	= traer, llevar
Buy	bought	<i>bought</i>	= comprar
Catch	caught	<i>caught</i>	= agarrar, coger
Fight	fought	<i>fought</i>	= luchar, pelear
Seek	sought	<i>sought</i>	= buscar
Teach	taught	<i>taught</i>	= enseñar
Think	thought	<i>thought</i>	= pensar, creer
Mow	mowed	<i>mowed</i>	= segar, guadañar
Saw	sawed	<i>sawed</i>	= serrar, aserrar
Sew	sewed	<i>sewed</i>	= coser
Sow	sowed	<i>sowed</i>	= sembrar

EXERCISES

A) *Translate these sentences into English:*

- Esto se está calentando demasiado.
- Todo el mundo envejece.
- Podrás hacerte rico si quieres.
- No tengo frío, pero tengo hambre.
- Sí, él no tenía razón.
- ¿Qué altura tiene este monte?
- Tu hermano tiene un año más que yo.
- ¿Cuánto pesa esta caja grande?
- El niño tiene sueño, llévalo a la cama.
- Ten cuidado y no lo rompas.
- Esta bebida te hace bien, tómala.
- La película me puso triste.
- ¿Por qué tienes miedo ahora?
- Tú no tenías razón entonces.
- ¿Dónde nació tu hermano?
- Sí, este ejercicio te hará fuerte.

B) *Put in the right form of the verbs "to lie", "to lay", "to rise" or "to raise":*

- Peter is always — in bed.
- The boy — his books on his desk and sat down.
- She was — on the table when I came in.
- My little brother never —.
- The cat — on Mrs. Green's bed.
- He — his gun to fire but he could not.
- Pieces of glass — everywhere but I saw nobody.

- | | |
|--|--|
| 8. Yes, — from your seat and answer. | 18. I bought the car because prices are —. |
| 9. I — when my friend came into my room. | 19. The sun — early this morning. |
| 10. She — in the sun for two hours yesterday. | 20. She — her eye-brows when I said that. |
| 11. Water the floor first and don't — dust. | 21. Peter — late and does not study. |
| 12. He prefers — cows to horses. | 22. Can you — this big stone? |
| 13. The dog — its head and looked around. | 23. The city of Castilspot — far away upon a hill. |
| 14. If you feel ill, — on my bed and rest. | 24. A very high mountain — behind the farmhouse. |
| 15. Do not — your voice, I can hear you from here. | 25. Please — these flowers on the table. |
| 16. Why do you — so often? | 26. If you want to speak, please — your hand. |
| 17. This hen — its eggs in that hut. | 27. This hen — five eggs this week. |
| | 28. The boy has — twice today. |

C) *Translate these sentences into English:*

- | | |
|---|--|
| 1. Los niños no deben mentir nunca. | 6. Ella no ha puesto la mesa todavía. |
| 2. ¿Por qué estabas tumbado allí? | 7. El pájaro levantó la cabeza y yo lo vi. |
| 3. La ciudad está situada al norte del río. | 8. El pobre hombre estaba tumbado en el suelo. |
| 4. El fuerte viento levantó mucho polvo. | 9. Las gallinas no han puesto huevos hoy. |
| 5. Me tumbé porque estaba enfermo. | 10. No pongas la mano ahí. |

D) *Answer these questions as in the example:*

Ex.: Does Eric know everything about birds?

He knows something about birds.

He doesn't know everything about birds.

He doesn't know anything about birds.

He knows nothing about birds.

1. Does he know everything about flowers?
2. Does Helen know everything about medicine?
3. Do they know everything about cats?
4. Do we know everything about the business?
5. Do you know everything about it?
6. Does she know everything about him?
7. Do you know everything about his journey?
8. Do the boys know everything about the trip?

PRONUNCIATION EXERCISE

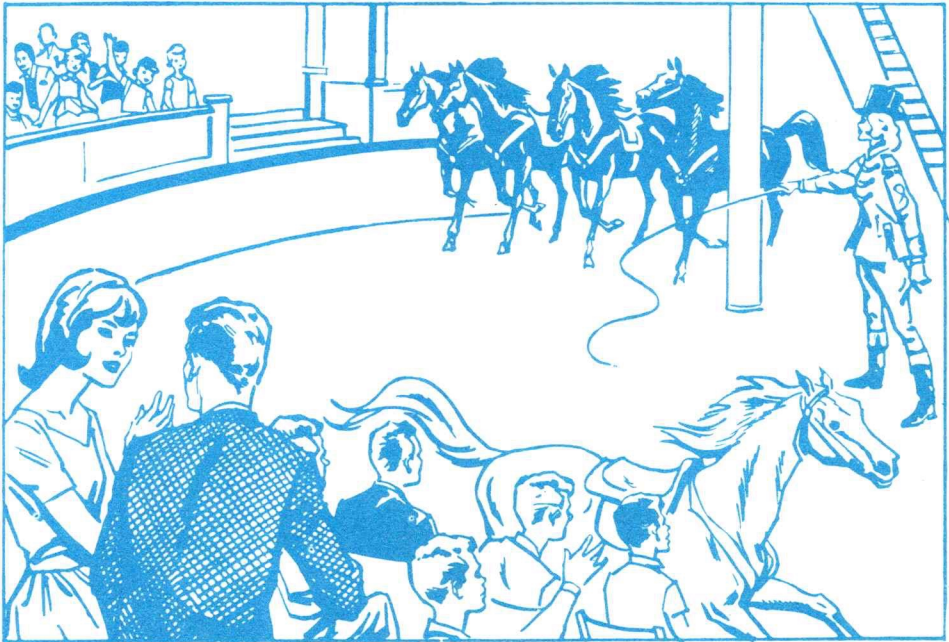
Ejercicio de consonantes al final de palabras:

1. says, set, sets, said, sell, sells, self, selves.
2. been, bee, being, beam, beams, beings, bees, bead, beads, beat, beats.
3. my, mine, Mike, mice, mines, mile, miles.
4. eat, eats, each, ease.
5. corps, call, calls, called, cork, corn, corpse, caught, course, corks.

LESSON THIRTY - THREE

These are our **books**, aren't they?

At the Circus



Hugh is taking Jane to the circus. They have entered the circus and they are looking for their places.

Jane: These are our seats, aren't they?

Hugh: Yes, I think they are. Row B, numbers ten and eleven. Yes, these are our seats.

Jane: Where is the usher?

Hugh: There he is, but there are so many people that he hasn't seen us.

Jane: Aren't you going to get a programme?

Hugh: Of course, I am; the moment the usher comes this way.

Jane: These are very good seats, aren't they?

Hugh: Yes, I got the tickets four days ago. Would you like a drink now, or an ice-cream, or a lemonade?

Jane: Not just now, but I would like something at the interval.

Hugh: I think a girl comes round with soft drinks.

Jane: Be quiet! The show is starting.

Hugh: What's the first item on the programme?

Jane: I don't know. You haven't given me one.

Hugh: I'm so sorry! Usher, a programme, please.

Usher: Yes, sir. Here you are.

Hugh: Thank you. Here you are.

Usher: Thank you, sir.

Hugh: The horses come first.

Jane: I remember now; eight black ones and eight white with nobody riding them.

Hugh: Yes, but a band always plays the National Anthem first.

Jane: Yes. They are beginning. Be quiet and stand up.

Answer the following questions:

1. Where is Hugh taking Jane to?
2. What are they looking for?
3. Where are their seats?
4. Is the usher with them?
5. Are there very few people coming in?
6. Has Jane a programme?
7. When will Hugh give Jane a programme?
8. What kind of seats have they?
9. When did Hugh get the tickets?
10. What does Hugh offer Jane?
11. Who comes round with soft drinks?
12. Who does Hugh call?

13. What is the first item on the programme?
14. How many horses are there?
15. What does the band always play?

NEW WORDS

<i>circus</i>	[ˈsə:kəs]	<i>show</i>	[ʃəʊ]
<i>to enter</i>	[ˈentə(r)]	<i>to start</i>	[sta:t]
<i>seat</i>	[si:t]	<i>item</i>	[ˈaɪtəm]
<i>row</i>	[rəʊ]	<i>here you are</i>	[ˈhiə ju ˈa:(r)]
<i>usher</i>	[ˈʌʃə(r)]	<i>band</i>	[bænd]
<i>programme</i>	[ˈprəʊɡrəm]	<i>National Anthem</i>	[ˈnəʃənəl ˈænθəm]
<i>this way</i>	[ˈðɪs ˈwei]	<i>bill</i>	[bɪl]
<i>ice-cream</i>	[ˈaɪsˈkri:m]	<i>technical</i>	[ˈteknɪkəl]
<i>lemonade</i>	[ˈleməneɪd]	<i>dictionary</i>	[ˈdɪkʃənəri]
<i>interval</i>	[ˈɪntəvəl]	<i>grown-up</i>	[ˈɡrəʊnʌp]
<i>soft drinks</i>	[ˈsɒft ˈdrɪŋks]		

GRAMMATICAL EXPLANATION

“Phrasal verbs (continuación):

SEE SAW SEEN = ver.

See about (procure) = cuidar de, tratar de.

He will *see about* selling our old car.

See that (take care that) = ver de que, hacer que.

We will *see that* they get everything ready for you.

TURN TURNED TURNED = girar, girarse, dar vueltas.

Turn on (put on, switch on, connect) = prender, conectar, abrir una llave de conducción de algo.

He *turned* the fan *on* as it was getting hot.

You have to *turn* it *on* to make the machine work.

Turn off (put out, switch off) = apagar, desconectar, cerrar una conducción de algo.

Please *turn* the television *off* as I want to study.

Turn off the light when you go out.

Turn into (change into, to) = transformar, transformarse en.

Everything was *turned into* gold by Midas.

He knew how to *turn* iron *into* steel.

Turn out (produce) = producir, fabricar.

This factory *turns out* all kinds of pottery.

They will *turn out* hundreds of planes soon.

EXERCISES

A) *Fill in these Phrasal Verbs with adverbial particles, prepositions or adjectives:*

1. The cat drove the mice —.
2. Jane used — all the sugar.
3. The small boy ran — from home.
4. The doctor cut — the man's leg.
5. He walked — the town.
6. The old woman fell — and hurt herself.
7. It is made — of many things.
8. I shall see — the tickets.
9. It is cold. Put — your coat.
10. She was so tired that she fell —.
11. The thief said: "Put — your hands!"
12. It was hot. He took — his coat.
13. The teacher got — when he saw that his students hadn't done their exercises.
14. The doctor said she was getting —.
15. She went — when she saw the accident.
16. It is growing —. Turn the light —.
17. We're all growing —.
18. Give her a television set for her birthday. It will make her —.
19. If you eat a lot, you will get —.
20. This medicine will make you —.
21. The firemen put — the fire.
22. I used — play football when I was young.

B) *Using the adverbs now, yesterday, every day, tomorrow, rewrite the following sentences as in the example:*

Ex.: Arthur does his homework.

Arthur *is doing* his homework *now*.

Arthur *did* his homework *yesterday*.

Arthur *does* his homework *every day*.

Arthur *is going to do* his homework *tomorrow*.

- | | |
|----------------------------------|---|
| 1. Mary looked after my brother. | 11. Mr. Gardner is reading the newspaper. |
| 2. They gave him a dollar. | 12. They left the money here. |
| 3. He bought her a present. | 13. We sold our car. |
| 4. They walk to school. | 14. He waited for me. |
| 5. He is riding a horse. | 15. Mr. Brown bought that house. |
| 6. She is sad. | 16. She cooked the food. |
| 7. He visited my aunt. | 17. Helen played with Rose. |
| 8. Tom quarreled with Paul. | 18. Mrs. White cleaned the room. |
| 9. The boy tidied the garden. | 19. It rained a lot. |
| 10. You wrote on the blackboard. | 20. He paid the bill. |

C) *Translate these sentences into English:*

- | | |
|---|---|
| 1. Nadie quiere envejecer. | 7. Las cosas están mejorando ahora. |
| 2. Está haciéndose oscuro, vámonos. | 8. El me pone enfermo cuando habla. |
| 3. Ella no se mareó durante el vuelo. | 9. ¿Qué altura tienes tú? |
| 4. Te pondrás enfermo si no comes. | 10. ¿Cuántos años tiene Margarita? |
| 5. Estas manzanas se pusieron malas. | 11. El hizo ricos a todos sus criados. |
| 6. No te enojés conmigo, no tienes razón. | 12. Ella come demasiado y está engordando. |
| | 13. Ten cuidado, te vas a ensuciar los zapatos. |
| | 14. Ninguna mujer quiere engordar. |

D I C T A T I O N

After dinner English people do many things. Sometimes all the family goes to the pictures; other times the children; after they have done their homework, if they have any, go out and play with their friends while the grown-ups stay at home, reading the paper or a book, listening to the radio, watching T. V. or

working in the garden, which many English people like doing. Other times they go out for a walk, or go and see their friends.

PRONUNCIATION EXERCISE

Ejercicio de consonantes al final de palabras:

1. war, wars, was, wash, washed, washes, watch, watched, watches.
2. walk, walks, walked, warn, warns, warned, what, what's.
3. wall, walls, waltz.
4. why, wise, white, wide, while, wife, wives.
5. buy, buys, bike, bikes, bite, bites.
6. oh, owed, oats, oak, old.
7. hoe, hope, hopes, hoped, home, homes, hole, holes, hold, holds, hoes.

LESSON THIRTY - FOUR

Would you **like** something to **drink**? ↗

The Interval



It is the interval. The men are putting up the big cage for the wild animals. The clowns are entertaining the public and the children are enjoying themselves and the band is playing.

Hugh: Are you enjoying yourself?

Jane: Very much. I haven't laughed so much for years.

Hugh: Would you like something to drink?

Jane: I'd love a soft drink.

Hugh: Shall I get you a coke or a lemonade?
Jane: I prefer a lemonade. Here's the waitress.
Hugh: Two lemonades, miss, please.
Waitress: Here you are, sir.
Hugh: Thank you. Here is the money and keep the change.
Waitress: Thank you, sir.
Hugh: What did you enjoy most?
Jane: I liked the seals very much but I think I preferred the horses.
Hugh: So did I.

Answer the following questions:

1. What are the men doing at the interval?
2. What is the big cage for?
3. Do you like seeing wild animals at the circus?
4. What are the clowns doing?
5. Do you like going to the circus?
6. Was Jane enjoying herself?
7. Did she want anything to eat?
8. Which did she prefer, a coke or a lemonade?
9. Who sold Hugh the lemonades?
10. What did Hugh say when he gave the waitress the money?
11. What kind of drinks had the waitress?
12. Which do you prefer, a coke or a lemonade?
13. Have you ever seen seals in a circus?
14. When was the last time you went to the circus?
15. What did Jane prefer?

NEW WORDS

<i>to put up</i>	[ˈput ˈʌp]	<i>to laugh</i>	[la:f]
<i>cage</i>	[keɪdʒ]	<i>waitress</i>	[ˈweɪtrɪs]
<i>wild animals</i>	[ˈwaɪld ˈænɪməlz]	<i>miss</i>	[mɪs]
<i>clown</i>	[klaʊn]	<i>to keep</i>	[ki:p]
<i>to entertain</i>	[entəˈteɪn]	<i>change</i>	[tʃeɪndʒ]
<i>public</i>	[ˈpʌblɪk]	<i>seal</i>	[si:l]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

PUT PUT PUT = poner.

Put on (dress oneself, dress, turn on, switch on) — vestirse, vestir, conectar.

He *put on* a red coat to go the party.

My mother will *put* a new dress *on* the child.

When I want to listen to the news I *put on* (switch on) the radio.

Put out (turn off) = apagar, desconectar, sacar.

Put out the light; it is late.

If it barks, I shall *put* the dog *out*.

Put up (hang) = colgar.

Yes, Paul *put* his new books *up* on the shelf.

Please *put* it *up* for me because I cannot reach there.

NOTA.—Con los verbos (*put, take, cut*) y otros transitivos, la preposición puede colocarse bien sea justamente detrás del verbo o detrás del complemento. Pero si el complemento es un pronombre (*him, her, it*, etc.) la preposición siempre se coloca detrás de uno de estos complementos:

James *put on* his new shoes = James *put* his new shoes *on*.

He *took off* the roof of the house = He *took* the roof of the house *off*. *Ahora:*

Did James *put on* his new shoes? Yes, he *put* them *on*.

Did he *take off* the roof the house? Yes, he *took* it *off*.

S t o r y

A little boy and an old gentleman get on a crowded bus. The conductor says to the boy: "Move farther down the car!" The little boy answers: "It isn't father, it's grandfather!"

crowded

[ˈkraudid]

atestado

conductor

[kənˈdʌktə(r)]

cofrador

EXERCISES

A) *Put in the right form of the "two-word verb", the infinitive of which is given in Spanish:*

1. I — the chairs as it was raining. (meter, llevar adentro)
2. Please — this picture —, I want to look at it. (descolgar, bajar)
3. Why doesn't she — everything from here? (quitar, apartar)
4. — to the horse's ears if you don't want to fall down. (agarrarse)
5. She will not be able to — two new dresses. (pasarse sin)
6. I have been — it but it was nowhere to be seen. (buscar)
7. He — us, but he said nothing. (mirar)
8. — them, they are not very far from here. (buscar)
9. Why did you not — mine? (cuidar)
10. They were technical words and I had to — them — in my dictionary. (mirar, buscar)
11. Is she going to — Henry — the party too? (invitar)
12. It was raining, so they could not — in the morning. (partir, marcharse)
13. We — ride on a white horse when we were living on the farm. (acostumbrar)
14. As we were so many people, all the food was — the first day. (consumir, gastarse)
15. It was not easy to —, as some soldiers were watching us. (huir, escapar)
16. The machine — the worker's arm. (amputar, cortar)
17. The baby soon — in her mother's arms. (dormirse)
18. Half the population in this village is — of children. (estar formada)
19. I don't know why he did not — his hat then. (quitarse una prenda)
20. Why don't you — your new suit, Peter? (ponerse una prenda)
21. The map was on the floor and I — it — again on the wall. (colgar)
22. The child — yesterday and we called for the doctor. (empeorar)
23. He did not want — his hat when Mr. Green came in. (quitarse una prenda)
24. Ten big planes have — in about four hours. (despegar)

B) *Complete these sentences with the right preposition:*

- | | |
|--------------------------------------|--|
| 1. He is going the bus stop. | 7. He is going the stairs. |
| 2. He is now the bus stop. | 8. He is sitting |
| 3. The bus is coming the stop. | 9. The bus is getting the next stop. |
| 4. He is getting the bus. | 10. He is getting to go downstairs. |
| 5. The bus is going the stop. | |
| 6. He is the bus. | |

C) *Translate these sentences into English:*

- | | |
|--|--|
| 1. Tú te comiste el mejor. | 8. Charles es el menos inteligente de los tres hermanos. |
| 2. Era el más fuerte y el más limpio de todos. | 9. Yo solía leer en la cama. |
| 3. Dame una manzana más dulce. | 10. El ladrón se fugó con el dinero. |
| 4. Quiero uno mejor que éste. | 11. ¿Le has invitado a comer con nosotros? |
| 5. ¿Es tu hermano más viejo que yo? | 12. Ella miraba la calle. |
| 6. Usted debería hablar menos ahora. | 13. La botella se cayó y se rompió. |
| 7. ¿Cuál es el gato más pequeño de todos? | 14. Veré de vender la bicicleta. |
| | 15. Enciendo la luz cuando oscurece. |
| | 16. Parece que va a llover. |

D) *Make these sentences interrogative and negative:*

Ex.: *Did the dog eat only bread?*
The dog didn't eat only bread.

- | | |
|---|---|
| 1. The dog ate only bread. | 12. He showed her the ring he had bought. |
| 2. He would have hidden the money. | 13. They do their work nicely now. |
| 3. They had worked very hard. | 14. The boy put the frog back into the river. |
| 4. She was washing Mary's dress. | 15. She is bringing her sister with her. |
| 5. They took it into their home. | 16. My friend came to see her every day. |
| 6. She has been here before. | 17. It was very good to have been away. |
| 7. The boys sat studying their lessons. | 18. He knows how to do it. |
| 8. The college may be open now. | |
| 9. They went into the cave to sleep. | |
| 10. It will be nice to live there. | |
| 11. They should get everything ready | |

PRONUNCIATION EXERCISE

Frase para practicar el sonido (dʒ)

John Jones, a Jewish gentleman, had the job of selling gems and jewellery to George Jukes, the judge, for a joke.

LESSON THIRTY - FIVE

Oh, for a **book** and a **shady nook**... ↘

The Wedding



It is the fifteenth of June. Hugh Carter and Jane Wilson have got married. Jane arrived at the church only ten minutes late. Hugh was waiting for her and so was his best-man. Jane was given away by her father and Mrs. Carter was also present. Jane had a lovely wedding-dress and she looked beautiful. She had four bridesmaids who also looked lovely. The ceremony was perfect. Hugh's best-man gave him the wedding-ring, and the priest only spoke to them for a few minutes. After the ceremony all Jane's friends kissed her and Hugh's friends congratulated him. Then the newly-married couple and the witnesses went into the Registry and signed the wedding register. They were married at last. All the time the photographers were busy taking photographs.

In the meantime the guests went to the Church Hall where they were served with all kinds of drinks and things to eat. Jane and Hugh cut the wedding-cake and drank a glass of champagne. Then they went off on their honeymoon.

Answer the following questions:

1. On what date did Hugh and Jane get married?
2. How late did Jane arrive at the church?
3. Who was waiting for her?
4. Who gave Jane away?
5. Who was also present?
6. What was Jane's wedding-dress like?
7. How many bridesmaids were there?
8. What did Hugh's best-man give him?
9. How long did the priest speak to them?
10. What did all Jane's friends do?
11. What did all Hugh's friends do?
12. Where did they go with the witnesses?
13. What did they do there?
14. What were the photographers doing?
15. Who cut the wedding-cake?

NEW WORDS

<i>best-man</i>	[ˈbest mæn]	<i>meantime</i>	[ˈmiːntaim]
<i>to give away</i>	[ˈgɪv əˈweɪ]	<i>to serve</i>	[səːv]
<i>bridesmaid</i>	[ˈbraɪdzmɪd]	<i>wedding-cake</i>	[ˈwedɪŋ-keɪk]
<i>ceremony</i>	[ˈserɪməni]	<i>to go off</i>	[ˈgəʊ ˈɒf]
<i>perfect</i>	[ˈpɜːfɪkt]	<i>honey-moon</i>	[ˈhʌnɪmuːn]
<i>priest</i>	[ˈpriːst]	<i>nook</i>	[nuːk]
<i>newly-married</i>	[ˈnjuːli ˈmarrɪd]	<i>film</i>	[fɪlm]
<i>couple</i>	[ˈkʌpl]	<i>seaside</i>	[ˈsiːsaɪd]
<i>witness</i>	[ˈwɪtnɪs]	<i>to win</i>	[wɪn]
<i>Registry</i>	[ˈredʒɪstri]	<i>to sigh</i>	[saɪ]
<i>to sign</i>	[saɪn]	<i>weight</i>	[weɪt]
<i>register</i>	[ˈredʒɪstə(r)]	<i>scent</i>	[sent]

A V e r s e

Oh, for a book and a shady nook
to read of the new and old.
For a jolly good book
whereon to look
is better to me than gold.

shady
whereon

['feidi]
[wɛər'on]

sombreado
en donde

A J o k e

—Please teacher, can you punish somebody for something he hasn't done?

—No.

—Well, sir, I haven't done my homework!

EXERCISES

- A) *Make 10 correct sentences by numbering the sections in column 2 which correspond to those in column 1:*

Column 1

1. The baby is crying
2. I had opened the window
3. I have spoken English
4. He is seeing the doctor
5. She is going to buy a book
6. I shall be visiting Taxco
7. They were driving to the beach
8. We write two letters
9. I'm smoking a lot
10. I have read that novel

Column 2

since 1964.
tomorrow.
today.
when he came in.
this week.
at seven.
already.
every day.
all the summer.
when it began to rain.

- B) *Put the verb into the correct form of the past:*

1. a) We (to want) to go to the cinema last night.
b) We (to want) to see that film for a long time.
2. a) They (to go) to that town many times.
b) They (to go) to the seaside last year.
3. a) I (to open) the window.
b) I (to open) the window before I came out.
4. a) She (to see) him some days ago.
b) She (to see) him many times.

- C) *Complete these sentences:*

1. We go to the theatre this evening.
2. I come in?

3. I should like to ask you a question, if I
4. Have you enough money? I don't know, I need some more.
5. the children go out, Mary? Yes, if it's not raining they
6. Where is John? I'm not sure. He be at the doctor's."
7. Will you do both exercises? Well, if I can, but Inot have time.

D) *Complete these sentences with the correct prepositions:*

1. It consists many things.
2. At night they listen the radio.
3. Look and see if he is following us.
4. Did you talk him?
5. I saw him looking it.
6. At what time do you get in the morning?
7. We have breakfast England eight o'clock.
8. eleven some people go and have a cup coffee.
9. They have tea instead coffee.
10. Breakfast is one the biggest meals the day.
11. As he works a long way home he has his lunch
12. As the shops do not close mid-day many the people go shopping their lunch hour.

PRONUNCIATION EXERCISE

Lectura de homófonos

1. I won that one.
2. We'll put on the wheel.
3. She was by my side when she sighed.
4. It's two minutes to two, too.
5. You must buy that book by tomorrow.
6. He rode along the road.
7. I always write it right.
8. Have you read the red book?
9. He said he would bring some wood.
10. Wait till I put on more weight.
11. He threw a book through the window.
12. This sail is for sale.
13. I sent her a bottle of scent.

IRREGULAR VERBS

Verbos irregulares, en orden alfabético, que aparecen en los libros 1.º y 2.º de esta obra; y en los libros "Red Primer" y "Readers" 1, 2, por Michael West.

Present		Past		Past Participle		Significado
arise	[ə'raiz]	arose	[ə'rəuz]	<i>arisen</i>	[ə'rizn]	levantarse,
awake	[ə'weik]	awoke	[ə'wəuk]	—	—	surgir despertar, des- pertarse
be (am, is, are)	[bi:, am, iz, a:(r)]	was, were	[woz/wəz, wə:(r)/wə(r)]	<i>been</i>	[bi:n]	ser o estar
become	[bi'kʌm]	became	[bi'keim]	<i>become</i>	[bi'kʌm]	hacerse, con- vertirse,
begin	[bi'gin]	began	[bi'gan]	<i>begun</i>	[bi'gʌn]	llegar a ser comenzar,
bear	[beə(r)]	bore	[bo:(r)]	<i>borne</i>	[bo:n]	empezar soportar,
beat	[bi:t]	beat	[bi:t]	<i>beaten</i>	[ˈbi:tən]	aguantar batir, pegar, derrotar
bite	[bait]	bit	[bit]	<i>bitten</i>	[ˈbitən]	morder
blow	[bləu]	blew	[blu:]	<i>blown</i>	[bləʊn]	soplar, inflar
break	[breik]	broke	[brəuk]	<i>broken</i>	[ˈbrəukən]	romper
bring	[briŋ]	brought	[bro:t]	<i>brought</i>	[bro:t]	traer o llevar
build	[bild]	built	[bilt]	<i>built</i>	[bilt]	construir, edi- ficar
burn	[bə:n]	burnt	[bə:nt]	<i>burnt</i>	[bə:nt]	quemar, arder
buy	[bai]	bought	[bo:t]	<i>bought</i>	[bo:t]	comprar
can	[kan]	could	[kud]	—	—	poder, saber (v. defecti- vo)
catch	[katʃ]	caught	[ko:t]	<i>caught</i>	[ko:t]	agarrar, co- ger, asir
choose	[tʃu:z]	chose	[tʃəuz]	<i>chosen</i>	[ˈtʃəuzn]	elegir, esco- ger
come	[kʌm]	came	[keim]	<i>come</i>	[kʌm]	venir, llegar
cost	[kost]	cost	[kost]	<i>cost</i>	[kost]	costar, valer
cut	[kʌt]	cut	[kʌt]	<i>cut</i>	[kʌt]	cortar, partir
dig	[dig]	dug	[dʌg]	<i>dug</i>	[dʌg]	cavar, exca- var
do	[du:]	did	[did]	<i>done</i>	[dʌn]	hacer
draw	[dro:]	drew	[dru:]	<i>drawn</i>	[dro:n]	dibujar, tirar, arrastrar

Present		Past		Past Participle		Significado
dream	[dri:m]	dreamt	[dremt]	<i>dreamt</i>	[dremt]	soñar
drink	[driŋk]	drank	[draŋk]	<i>drunk</i>	[draŋk]	beber
drive	[draiv]	drove	[drəuv]	<i>driven</i>	[ˈdrivən]	empujar, manejar, conducir
eat	[i:t]	ate	[et]	<i>eaten</i>	[ˈi:tən]	comer
fall	[fo:l]	fell	[fel]	<i>fallen</i>	[ˈfo:lən]	caer, caerse
feed	[fi:d]	fed	[fed]	<i>fed</i>	[fed]	alimentar, dar de comer
feel	[fi:l]	felt	[felt]	<i>felt</i>	[felt]	sentir, sentirse, palpar
fight	[fait]	fought	[fo:t]	<i>fought</i>	[fo:t]	luchar, pelear
find	[faɪnd]	found	[faund]	<i>found</i>	[faund]	encontrar, hallar
fly	[flai]	flew	[flu:]	<i>flown</i>	[fləʊn]	volar
forget	[fə'get]	forgot	[fə'got]	<i>forgotten</i>	[fə'gotən]	olvidar
forgive	[fə'giv]	forgave	[fə'gəiv]	<i>forgiven</i>	[fə'givən]	perdonar
freeze	[fri:z]	froze	[frəuz]	<i>frozen</i>	[ˈfrəuzən]	helar, congelar
get	[get]	got	[got]	<i>got (gotten, EE. UU.)</i>	[got]	conseguir, lograr, adquirir
give	[giv]	gave	[geiv]	<i>given</i>	[ˈgivən]	dar
go	[gəʊ]	went	[went]	<i>gone</i>	[gon]	ir, irse
grow	[grəʊ]	grew	[gru:]	<i>grown</i>	[grəʊn]	crecer, cultivar
hang	[haŋ]	hung	[hʌŋ]	<i>hung</i>	[hʌŋ]	colgar, pender
have (has)	[hav (haz)]	had	[had]	<i>had</i>	[had]	haber, tener
hear	[hiə(r)]	heard	[hə:d]	<i>heard</i>	[hə:d]	oír
hide	[haid]	hid	[hid]	<i>hidden</i>	[ˈhidən]	esconder, esconderse
hit	[hit]	hit	[hit]	<i>hit</i>	[hit]	dar, pegar, golpear
hold	[həʊld]	held	[held]	<i>held</i>	[held]	asir, sostener, celebrar
hurt	[hə:t]	hurt	[hə:t]	<i>hurt</i>	[hə:t]	hacerse daño, doler
keep	[ki:p]	kept	[kept]	<i>kept</i>	[kept]	guardar, conservar
kneel	[ni:l]	knelt	[nelt]	<i>knelt</i>	[nelt]	arrodillarse
know	[nəʊ]	knew	[nju:]	<i>known</i>	[nəʊn]	saber, conocer
lay	[lei]	laid	[leid]	<i>laid</i>	[leid]	poner, colocar
lead	[li:d]	led	[led]	<i>led</i>	[led]	guiar, dirigir, conducir

Present		Past		Past Participle		Significado
learn	[lə:n]	learnt	[lə:nt]	<i>learnt</i>	[lə:nt]	aprender
leave	[li:v]	left	[left]	<i>left</i>	[left]	marchar, partir, irse, dejar
let	[let]	let	[let]	<i>let</i>	[let]	permitir, alquilar
lie	[lai]	lay	[lei]	<i>lain</i>	[lein]	tumbarse, yacer
light	[lait]	lit	[lit]	<i>lit</i>	[lit]	encender, alumbrar
lose	[lu:z]	lost	[lost]	<i>lost</i>	[lost]	perder
make	[meik]	made	[meid]	<i>made</i>	[meid]	hacer, fabricar
may	[mei]	might	[mait]	—	—	posibilidad, permiso (v. defectivo)
mean	[mi:n]	meant	[ment]	<i>meant</i>	[ment]	significar, intentar, destinar
meet	[mi:t]	met	[met]	<i>met</i>	[met]	encontrar, tropezar con
mistake	[mis'teik]	mistook	[mis'tuk]	<i>mistaken</i>	[mis'teikən]	equivocar, tomar por otra cosa
must	[mʌst]	—	—	—	—	obligación deducción (v. defectivo)
pay	[pei]	paid	[peid]	<i>paid</i>	[peid]	pagar
put	[put]	put	[put]	<i>put</i>	[put]	poner
read	[ri:d]	read	[red]	<i>read</i>	[red]	leer
ride	[raid]	rode	[rəud]	<i>ridden</i>	[ˈridən]	cabalgar, montar
ring	[riŋ]	rang	[raŋ]	<i>rung</i>	[raŋ]	tocar, repicar campanas, sonar
rise	[raiz]	rose	[rəuz]	<i>risen</i>	[ˈrizən]	levantarse, surgir
run	[rʌn]	ran	[rʌn]	<i>run</i>	[rʌn]	correr
say	[sei]	said	[sed]	<i>said</i>	[sed]	decir
see	[si:]	saw	[so:]	<i>seen</i>	[si:n]	ver
seek	[si:k]	sought	[so:t]	<i>sought</i>	[so:t]	buscar
sell	[sel]	sold	[səuld]	<i>sold</i>	[səuld]	vender
send	[send]	sent	[sent]	<i>sent</i>	[sent]	enviar, mandar

Present		<i>Past</i>		Past Participle		Significado
set	[set]	set	[set]	<i>set</i>	[set]	poner, colocar
shake	[ʃeik]	shook	[ʃuk]	<i>shaken</i>	[ʃeikən]	sacudir, agitar
shine	[ʃain]	shone	[ʃon]	<i>shone</i>	[ʃon]	brillar, lucir
shoot	[ʃu:t]	shot	[ʃot]	<i>shot</i>	[ʃot]	disparar, matar
show	[ʃəu]	showed	[ʃəud]	<i>shown</i>	[ʃəun]	mostrar, enseñar
shut	[ʃʌt]	shut	[ʃʌt]	<i>shut</i>	[ʃʌt]	cerrar
sing	[siŋ]	sang	[saŋ]	<i>sung</i>	[saŋ]	cantar
sit	[sit]	sat	[sat]	<i>sat</i>	[sat]	sentarse
sleep	[sli:p]	slept	[slept]	<i>slept</i>	[slept]	dormir
smell	[smel]	smelt	[smelt]	<i>smelt</i>	[smelt]	oler
speak	[spi:k]	spoke	[spəuk]	<i>spoken</i>	[ʃpəukən]	hablar
spell	[spel]	spelt	[spelt]	<i>spelt</i>	[spelt]	deletrear
spend	[spend]	spent	[spent]	<i>spent</i>	[spent]	gastar, pasar
spoil	[spoil]	spoilt	[spoilt]	<i>spoilt</i>	[spoilt]	estropear, mimar
spread	[spred]	spread	[spred]	<i>spread</i>	[spred]	extender, esparcir
spring	[sprɪŋ]	sprang	[sprɛŋ]	<i>sprung</i>	[sprɛŋ]	saltar, brotar
stand	[stand]	stood	[stud]	<i>stood</i>	[stud]	estar o ponerse en pie
steal	[sti:l]	stole	[stəul]	<i>stolen</i>	[ʃtəulən]	robar
stick	[stik]	stuck	[stɔk]	<i>stuck</i>	[stɔk]	pegar, clavar
strike	[straik]	struck	[strɔk]	<i>struck</i>	[strɔk]	pegar, golpear
swell	[swel]	swelled	[sweld]	<i>swollen</i>	[ʃwəulən]	hinchar, hincharse
sweep	[swi:p]	swept	[swept]	<i>swept</i>	[swept]	barrer
swim	[swim]	swam	[swam]	<i>swum</i>	[swʌm]	nadar
take	[teik]	took	[tuk]	<i>taken</i>	[ʃteikən]	tomar, llevar
teach	[ti:tʃ]	taught	[to:t]	<i>taught</i>	[to:t]	enseñar
tell	[tel]	told	[təuld]	<i>told</i>	[təuld]	contar, narrar, referir
think	[θɪŋk]	thought	[θo:t]	<i>thought</i>	[θo:t]	pensar, creer
throw	[θrəu]	threw	[θru:]	<i>thrown</i>	[θrəun]	lanzar, arrojar
understand	[ʌndə'stænd]	understood	[ʌndə'stud]	<i>understood</i>	[ʌndə'stud]	comprender, entender
wake	[weik]	woke	[wəuk]	<i>woken</i>	[ʃwəukən]	despertar, despertarse
wear	[wɛə(r)]	wore	[wo:(r)]	<i>worn</i>	[wo:n]	usar, llevar puesto
weep	[wi:p]	wept	[wept]	<i>wept</i>	[wept]	llorar
win	[win]	won	[wʌn]	<i>won</i>	[wʌn]	ganar, vencer
write	[rait]	wrote	[rəut]	<i>written</i>	[ʃritən]	escribir

REGULAR VERBS

Verbos regulares, en orden alfabético, que aparecen en los libros 1.º y 2.º de esta obra; y en los libros “Red Primer” y “Readers” 1, 2, por Michael West.

<i>act</i>	[akt]	actuar, obrar	<i>call up</i>	['ko:l 'ʌp]	telefonar,
<i>add</i>	[ad]	sumar, añadir			recordar
<i>agree</i>	[ə'gri:]	convenir,	<i>carry</i>	['kari]	llevar, aca-
		ponerse de			rrrear
		acuerdo	<i>carry out</i>	['kari 'aut]	ejecutar, ha-
<i>allow</i>	[ə'lau]	permitir			cer
<i>answer</i>	[a:nsə(r)]	contestar, res-	<i>cause</i>	[ko:z]	causar, pro-
		ponder			ducir
<i>appeal</i>	[ə'pi:l]	clamar, recu-	<i>celebrate</i>	['selibreit]	celebrar
		rrir	<i>chance</i>	[tʃa:ns]	suceder, dar
<i>appear</i>	[ə'piə(r)]	aparecer, pa-			la casuali-
		recer			dad
<i>arrange</i>	[ə'reindʒ]	disponer,	<i>change</i>	[tʃeindʒ]	cambiar, mo-
		arreglar			dificar
<i>arrive</i>	[ə'raiv]	llegar	<i>change into,</i>		
<i>ask</i>	[a:sk]	preguntar	<i>to</i>	['tʃeindʒ 'intu,	
<i>ask for</i>	[a:sk fo:(r)]	preguntar,		tu]	transformar
		pedir	<i>clean</i>	[kli:n]	limpiar
<i>ask to</i>	[a:sk tu]	invitar	<i>clear</i>	[kliə(r)]	quitar estor-
<i>attend</i>	[ə'tend]	atender, asis-			bos, limpiar
		tir	<i>climb</i>	[klaim]	trepas, escalar
<i>bar</i>	[ba:(r)]	obstruir, ba-	<i>close</i>	[kləʊs]	cerrar
		rrrear	<i>colour</i>	['kʌlə(r)]	colorear, pin-
<i>behave</i>	[bi'heiv]	obrar, com-			tar
		portarse	<i>comb</i>	[kəʊm]	peinar
<i>believe</i>	[bi'li:v]	creer	<i>command</i>	[kə'ma:nd]	ordenar. man-
<i>belong</i>	[bi'lɒŋ]	pertenecer			dar
<i>bless</i>	[bles]	bendecir	<i>compare</i>	[kəm'peə(r)]	comparar
<i>boil</i>	[boil]	hervir, cocer	<i>complete</i>	[kəm'pli:t]	acabar, com-
<i>borrow</i>	['borəʊ]	pedir prestado			pletar
<i>bow</i>	[bau]	encorvarse,	<i>congratulate</i>	[kən'gratjuleit]	congratular,
		saludar in-			felicitar
		clinándose	<i>conquer</i>	['kɒŋkə(r)]	conquistar
<i>breathe</i>	[bri:ð]	respirar	<i>consider</i>	[kən'sidə(r)]	considerar
<i>brush</i>	[brʌʃ]	cepillar	<i>consist</i>	[kən'sist]	consistir en,
<i>button</i>	['bʌtn]	abotonar,			componer-
		abrochar			se de
<i>call</i>	[ko:l]	llamar	<i>contain</i>	[kən'tein]	contener
<i>call in</i>	['ko:l 'in]	hacer entrar	<i>cook</i>	[kuk]	cocinar, gui-
<i>call on</i>	['ko:l 'on]	visitar			sar
<i>call out</i>	['ko:l 'aut]	vocear, gritar	<i>copy</i>	['kopi]	copiar

<i>correspond</i>	[kɒrɪs'pɒnd]	corresponder	<i>entertain</i>	[entə'teɪn]	obsequiar, entretener
<i>cough</i>	[ko:f]	toser	<i>erase</i>	[i'reɪz]	borrar
<i>count</i>	[kaunt]	contar	<i>escape</i>	[is'keɪp]	escapar, huir
<i>court</i>	[ko:t]	cortejar, festejar	<i>examine</i>	[ɪg'zæmɪn]	examinar, registrar
<i>cover</i>	['kʌvə(r)]	cubrir, tapar	<i>excuse</i>	[ɪks'kju:z]	disculpar, excusar
<i>credit</i>	['kredit]	abonar, acreditar	<i>expect</i>	[ɪks'pekt]	esperar, contar con
<i>cross</i>	[kros]	cruzar	<i>explode</i>	[ɪks'pləʊd]	estallar, hacer explosión
<i>crowd</i>	[kraʊd]	congregarse, apiñarse	<i>express</i>	[ɪks'pres]	expresar, manifestar
<i>crown</i>	[kraʊn]	coronar	<i>fail</i>	[feɪl]	no aprobar, fracasar
<i>cry</i>	[krai]	exclamar, llorar	<i>farm</i>	[fa:m]	labrar la tierra, cultivar
<i>cry out</i>	['krai 'aʊt]	gritar	<i>favour</i>	['feɪvə(r)]	favorecer
<i>dance</i>	[da:ns]	bailar	<i>fear</i>	[fiə(r)]	temer
<i>decide</i>	[di'saɪd]	decidir, resolver	<i>fill</i>	[fɪl]	llenar
<i>decorate</i>	['dekəreɪt]	decorar, adornar	<i>finish</i>	['fɪnɪʃ]	acabar, terminar
<i>depend on</i>	[di'pend 'on]	depender de	<i>fire</i>	['faɪə(r)]	disparar, hacer fuego
<i>deserve</i>	[di'zə:v]	merecer	<i>fish</i>	[fɪʃ]	pescar
<i>destroy</i>	[dis'troi]	destruir	<i>fit</i>	[fɪt]	adaptarse, ir bien
<i>dial</i>	['daɪəl]	marcar un número en el teléfono	<i>fit up</i>	['fɪt 'ʌp]	añcondicionar, equipar
<i>die</i>	[daɪ]	morir	<i>fix</i>	[fɪks]	fijar, sujetar
<i>discover</i>	[dis'kʌvə(r)]	descubrir, inventar	<i>flow</i>	[fləʊ]	fluir, correr, manar
<i>dress</i>	[dres]	vestir, vestirse	<i>follow</i>	['fɒləʊ]	seguir, perseguir
<i>drop</i>	[drɒp]	dejar caer, gotear	<i>force</i>	[fɔ:s]	obligar, forzar
<i>drum</i>	[drʌm]	redoblar, tocar el tambor	<i>form</i>	[fɔ:m]	formar
<i>dry</i>	[draɪ]	secar, desecar	<i>furnish</i>	['fɜ:nɪʃ]	amueblar, proveer
<i>dust</i>	[dʌst]	quitar el polvo	<i>gain</i>	[geɪn]	ganar
<i>earn</i>	[ə:n]	ganar, merecer	<i>gather</i>	['gæðə(r)]	recoger, juntar
<i>end</i>	[end]	acabar, terminar	<i>glimmer</i>	['glɪmə(r)]	brillar, relucir
<i>enjoy</i>	[ɪn'dʒɔɪ]	disfrutar, gozar, saborear	<i>govern</i>	['gʌvən]	gobernar
<i>enter</i>	['entə(r)]	entrar, penetrar	<i>grant</i>	[gra:nt]	otorgar, conceder

<i>guard</i>	[ga:d]	guardar, proteger	<i>look for</i>	['luk 'fo:(r)]	buscar
<i>guide</i>	[gaid]	guiar, dirigir	<i>look like</i>	['luk 'laik]	parecerse a
<i>hand</i>	[hand]	entregar, dar	<i>look up</i>	['luk 'ʌp]	visitar a una persona
<i>happen</i>	['həpən]	sucedee, pasar	<i>love</i>	[lʌv]	amar, querer
<i>hate</i>	[heit]	odiar, detestar	<i>manage</i>	['manidʒ]	gobernar, administrar
<i>help</i>	[help]	ayudar	<i>march</i>	[ma:tʃ]	marchar, desfilar
<i>honour</i>	['onə(r)]	honrar	<i>mark</i>	[ma:k]	marcar, señalar
<i>hop</i>	[hop]	andar a la pata coja	<i>marry</i>	[mari]	casarse
<i>hope</i>	[həʊp]	esperar	<i>match</i>	[matʃ]	hacer juego, ir bien
<i>hunt</i>	[hʌnt]	cazar	<i>matter</i>	['matə(r)]	importar, hacer al caso
<i>hurry</i>	['hʌri]	apresurarse, darse prisa	<i>measure</i>	['meʒə(r)]	medir
<i>import</i>	[im'po:t]	importar	<i>mend</i>	[mend]	componer, reparar
<i>increase</i>	[in'kri:s]	aumentar, incrementar	<i>milk</i>	[milk]	ordeñar
<i>introduce</i>	[intrə'dju:s]	presentar, introducir	<i>mind</i>	[maɪnd]	importar, tener inconvenientes
<i>inspect</i>	[in'spekt]	reconocer, examinar	<i>miss</i>	[mis]	perder, añorar
<i>invite</i>	[in'vait]	invitar, convidar	<i>mix</i>	[miks]	mezclar
<i>join</i>	[dʒɔɪn]	unir, juntar	<i>mount</i>	[maʊnt]	montar, cabalgar
<i>jump</i>	[dʒʌmp]	saltar, brincar	<i>move</i>	[mu:v]	mover, trasladarse
<i>kick</i>	[kik]	dar patadas, cocear	<i>name</i>	[neɪm]	llamar, nombrar
<i>kill</i>	[kil]	matar	<i>need</i>	[ni:d]	necesitar
<i>kiss</i>	[kiz]	besar	<i>notice</i>	['nəʊtɪs]	observar, notar
<i>knock</i>	[nok]	golpear, dar golpes	<i>offer</i>	['ɒfə(r)]	ofrecer
<i>land</i>	[land]	desembarcar, aterrizar	<i>open</i>	['əʊpən]	abrir
<i>last</i>	[la:st]	durar	<i>operate</i>	['ɒpəreɪt]	hacer funcionar, operar
<i>laugh</i>	[la:f]	reír, reírse	<i>order</i>	['ɔ:də(r)]	ordenar, encargar
<i>lie</i>	[lai]	mentir	<i>own</i>	[əʊn]	poseer
<i>lift</i>	[lift]	levantar, elevar	<i>paint</i>	[peɪnt]	pintar
<i>like</i>	[laɪk]	gustar, agradecer	<i>paper</i>	['peɪpə(r)]	empapelar
<i>listen</i>	['lɪsn]	escuchar	<i>park</i>	[pa:k]	aparcar
<i>live</i>	[liv]	vivir	<i>pass</i>	[pa:s]	pasar, cruzar
<i>load</i>	[ləʊd]	cargar	<i>pick</i>	[pɪk]	coger, picar
<i>lock</i>	[lok]	cerrar con llave, trancar	<i>pick up</i>	['pɪk 'ʌp]	recoger
<i>look</i>	[luk]	parecer			
<i>look after</i>	['luk 'a:ftə(r)]	cuidar de			
<i>look at</i>	['luk 'at]	mirar			

<i>place</i>	[pleis]	colocar, po- ner	<i>report</i>	[ri'pɔ:t]	informar, ma- nifestar
<i>plan</i>	[plan]	planear, idear	<i>rest</i>	[rest]	descansar
<i>plant</i>	[pla:nt]	plantar	<i>return</i>	[ri'tə:n]	volver, regre- sar
<i>play</i>	[plei]	jugar, tocar	<i>roll</i>	[rəul]	rodar, allanar
<i>please</i>	[pli:z]	agradar, satis- facer	<i>rub</i>	[rʌb]	frotar, restre- gar
<i>point</i>	[point]	apuntar, se- ñalar	<i>rule</i>	[ru:l]	gobernar, re- gir
<i>polish</i>	[ˈpɒlɪʃ]	pulir, bruñir	<i>rush</i>	[rʌʃ]	precipitarse, abalanzarse
<i>post</i>	[pəʊst]	echar al co- rreo	<i>sail</i>	[seil]	navegar, via- jar por mar
<i>pour</i>	[po:(r)]	verter, echar	<i>salt</i>	[so:lt]	salar, sazonar
<i>practise</i>	[ˈpræktɪs]	practicar	<i>save</i>	[seiv]	salvar, aho- rrar
<i>pray</i>	[prei]	rezar, rogar	<i>seat</i>	[si:t]	sentar, tener asientos
<i>prefer</i>	[pri'fə:(r)]	preferir	<i>seem</i>	[si:m]	parecer, pare- cerle a uno
<i>prepare</i>	[pri'peə(r)]	preparar, dis- poner	<i>seize</i>	[si:z]	agarrar, co- ger, deco- misar
<i>press</i>	[pres]	comprimir, apretar	<i>separate</i>	[ˈsepəreɪt]	separar
<i>pretend</i>	[pri'tend]	pretender, in- tentar	<i>serve</i>	[sə:v]	servir, ser útil
<i>prick</i>	[prik]	pinchar, pi- car, punzar	<i>settle</i>	[ˈsetl]	establecerse, asentarse
<i>promise</i>	[ˈpromɪs]	prometer	<i>shade</i>	[ʃeɪd]	sombrear
<i>prove</i>	[pru:v]	probar, de- mostrar	<i>share</i>	[ʃeə(r)]	compartir, participar de
<i>pull</i>	[pul]	tirar de, esti- rar	<i>shave</i>	[ʃeɪv]	afeitarse
<i>pull down</i>	[ˈpul ˈdaʊn]	derruir, derri- bar	<i>shout</i>	[ʃaʊt]	gritar, exclam- ar
<i>punish</i>	[ˈpʌnɪʃ]	castigar	<i>sigh</i>	[saɪ]	suspirar
<i>quarrel</i>	[ˈkwɒrəl]	reñir, pelear- se	<i>sign</i>	[saɪn]	firmar
<i>rain</i>	[rein]	llover	<i>smoke</i>	[sməʊk]	fumar
<i>raise</i>	[reiz]	levantar, al- zar, criar	<i>snow</i>	[snəʊ]	nevar
<i>reach</i>	[ri:tʃ]	alcanzar, lle- gar	<i>solve</i>	[sɒlv]	resolver
<i>receive</i>	[ri'si:v]	recibir	<i>sort</i>	[so:t]	clasificar, or- denar
<i>record</i>	[ri'ko:d]	registrar, ar- chivar	<i>sound</i>	[saʊnd]	sonar, parecer
<i>remain</i>	[ri'mein]	permanecer, estarse	<i>spoil</i>	[spoɪl]	estropear, echar a perder
<i>remember</i>	[ri'membə(r)]	recordar	<i>start</i>	[sta:t]	partir, mar- char, poner- se en mar- cha
<i>rent</i>	[rent]	alquilar, arrendar			
<i>repeat</i>	[ri'pi:t]	repetir			
<i>reply</i>	[ri'plai]	contestar			

<i>stay</i>	[stei]	permanecer, residir	<i>treat</i>	[tri:t]	tratar
<i>step</i>	[step]	dar pasos, andar	<i>trouble</i>	['trʌbl]	molestar
<i>stick</i>	[stik]	clavar, intro- ducir	<i>trust</i>	[trʌst]	confiar
<i>stop</i>	[stop]	parar, dete- nerse	<i>try</i>	[traɪ]	probar, inten- tar
<i>store</i>	[sto:(r)]	almacenar	<i>turn</i>	[tə:n]	girar, dar vueltas
<i>study</i>	['stʌdi]	estudiar	<i>type</i>	[taɪp]	escribir a má- quina
<i>succeed</i>	[sək'si:d]	lograr, tener éxito	<i>unpack</i>	['ʌn'pʌk]	deshacer las maletas
<i>suck</i>	[sʌk]	chupar, sor- ber	<i>use</i>	[ju:z]	usar, emplear
<i>suffer</i>	['sʌfə(r)]	sufrir, pade- cer	<i>visit</i>	['vɪzɪt]	visitar
<i>suggest</i>	[sə'dʒest]	sugerir, insi- nuar	<i>wait</i>	[weɪt]	esperar
<i>supply</i>	[sə'plai]	suministrar, proveer	<i>walk</i>	[wɔ:k]	andar, cami- nar, pasear
<i>suppose</i>	[sə'pəʊs]	suponer	<i>wander</i>	['wɒndə(r)]	vagar, deam- bular
<i>surprise</i>	[sə'praɪz]	sorprender	<i>want</i>	[wɒnt]	querer, nece- sitar
<i>switch on</i>	['swɪtʃ'on]	conectar	<i>warm</i>	[wɔ:m]	calentar
<i>talk</i>	[tɔ:k]	charlar, ha- blar	<i>wash</i>	[wɒʃ]	lavar
<i>taste</i>	[teɪst]	paladear, sa- ber	<i>wash up</i>	['wɒʃ 'ʌp]	fregar
<i>telephone</i>	['telɪfəʊn]	telefonear	<i>waste</i>	[weɪst]	malgastar, desperdi- ciar
<i>thank</i>	[θʌŋk]	agradecer, dar las gracias	<i>watch</i>	[wɒtʃ]	vigilar, obser- var
<i>tidy</i>	['taɪdi]	asear, limpiar	<i>water</i>	['wɔ:tə(r)]	regar
<i>tie</i>	[taɪ]	atar	<i>wave</i>	[weɪv]	agitar, ondear
<i>tire</i>	['taɪə(r)]	cansar	<i>wet</i>	[wet]	mojar, hume- decir
<i>touch</i>	[tʌtʃ]	tocar, palpar	<i>wish</i>	[wɪʃ]	desear
<i>train</i>	[treɪn]	adiestrar, en- trenar	<i>work</i>	[wɜ:k]	trabajar
<i>translate</i>	[trans'leɪt]	traducir	<i>worry</i>	['wʌri]	preocupar, in- quietarse
<i>travel</i>	['trʌvl]	viajar	<i>wound</i>	[wu:nd]	herir

VOCABULARY

Lista de palabras, en orden alfabético, que aparecen en los libros 1.º y 2.º de esta obra; y en los libros "Red Primer" y "Readers" 1, 2, por Michael West.

NOTA.—En este vocabulario no están los *significados* de los verbos regulares e irregulares, que van en lista aparte.

ABREVIATURAS: v. r. = verbo regular; v. i. = verbo irregular; p. per. = *pronombre personal*; p. pos. = *pronombre posesivo*; a. pos. = *adjetivo posesivo*; s. = *sujeto*; ob. = *objeto*; n. = *nombre*; a. = *adjetivo*; adv. = *adverbio*.

— A —			<i>again and</i>		
<i>a = an</i>	[ə = ən]	un, una	<i>again</i>	[ə'gein ənd ə'gein]	una y otra vez
<i>able</i>	['eibl]	capaz, hábil	<i>against</i>	[ə'geinst]	contra
<i>about</i>	[ə'baut]	acerca de, sobre	<i>agent</i>	['eidʒənt]	agente
<i>above</i>	[ə'bʌv]	encima, so- bre	<i>ago</i>	[ə'gəu]	hace (ad- verbio)
<i>abroad</i>	[ə'bro:d]	fuera, en el extranjero	<i>agree</i>	[ə'gri:]	v. r.
<i>absent</i>	['absənt]	ausente	<i>air</i>	[εə(r)]	aire
<i>accident</i>	['aksidənt]	accidente	<i>air mail</i>	['εəmeil]	correo aéreo
<i>account</i>	[ə'kaunt]	cuenta	<i>airport</i>	['εəpo:t]	aeropuerto
<i>across</i>	[ə'kros]	a través de, al otro lado	<i>alive</i>	[ə'laiv]	vivo, con vida
<i>act</i>	[akt]	v. r.	<i>all</i>	[o:l]	todo, a, os, as
<i>act</i>	[akt]	acto	<i>all by</i>		
<i>actor</i>	['aktə(r)]	actor	<i>myself</i>	['o:l] bai mai'self]	solo, sin ayuda
<i>add</i>	[ad]	v. r.	<i>all over</i>	['o:l] əuvə(r)]	por todo
<i>address</i>	[ə'dres]	dirección	<i>allow</i>	[ə'lau]	v. r.
<i>aeroplane</i>	['εərəplein]	aeroplano	<i>all right</i>	['o:l] 'rait]	muy bien, de acuerdo
<i>a few</i>	[ə'fju:]	unos pocos, as	<i>almost</i>	['o:lməust]	casi
<i>affirmative</i>	[ə'fə:mətiv]	afirmativo	<i>alone</i>	[ə'ləun]	solo, sin compañía
<i>affirma- tively</i>	[ə'fə:mətivli]	afirmativa- mente	<i>along</i>	[ə'lɔŋ]	a lo largo de
<i>afraid</i>	[ə'freid]	temeroso, atemorizado	<i>a lot of</i>	[ə'lɔt əv]	mucho, a, os, as,
<i>after</i>	['a:ftə(r)]	después, después de	<i>already</i>	[o:l'redi]	ya
<i>afternoon</i>	['a:ftə'nu:n]	tarde (n.)	<i>also</i>	['o:lsəu]	también
<i>afterwards</i>	['a:ftəwədz]	después	<i>although</i>	[o:l'ðəu]	aunque
<i>again</i>	[ə'gein]	de nuevo, otra vez	<i>always</i>	['o:lwiz]	siempre
			<i>am</i>	[am/əm/m]	de <i>to be</i>

<i>Amazon</i>	[ˈaməzən]	Amazonas	<i>arrange</i>	[əˈreɪndʒ]	v. r.
<i>among</i>	[əˈmʌŋ]	entre	<i>arrive</i>	[əˈraɪv]	v. r.
<i>amount</i>	[əˈmaʊnt]	suma, im- porte	<i>as</i>	[az]	como, pues, ya que
<i>amusing</i>	[əˈmjuːzɪŋ]	divertido	<i>as ... as</i>	[əz... əz]	tan... como
<i>an</i>	[an/ən/n]	un, una	<i>Asia</i>	[ˈeɪʒə]	Asia
<i>and</i>	[and/ænd/n]	y	<i>as if</i>	[əz ɪf]	como si
<i>anger</i>	[ˈaŋɡə(r)]	enojo, enfado	<i>as soon as</i>	[əz ˈsuːn əz]	tan pronto como
<i>angrily</i>	[ˈaŋɡrɪli]	enojadamen- te, furio- samente	<i>ask</i>	[aːsk]	v. r.
<i>angry</i>	[ˈaŋɡrɪ]	enojado, fu- rioso	<i>ask for</i>	[ˈaːsk ˈfoː(r)]	v. r.
<i>animal</i>	[ˈaɪnɪmə]	animal	<i>ask the way</i>	[ˈaːsk ðə ˈwei]	preguntar el camino
<i>ankle</i>	[ˈaŋkl]	tobillo	<i>ask to</i>	[ˈaːsk tu]	v. r.
<i>another</i>	[əˈnʌðə(r)]	otro, a new one	<i>asleep</i>	[əsˈliːp]	dormido (a.)
<i>answer</i>	[ˈaːnsə(r)]	v. r.	<i>ass</i>	[as]	asno
<i>answer</i>	[ˈaːnsə(r)]	contestación	<i>assistant</i>	[əˈsɪstənt]	asistente, ayudante
<i>ant</i>	[ant]	hormiga	<i>at</i>	[at/ət]	a, en,
<i>any</i>	[eni]	cualquier, cualquiera	<i>ate</i>	[et]	de to eat
<i>anybody</i>	[ˈeniˌbɒdi]	alguien,	<i>at all</i>	[ət ˈoːl]	en absoluto
<i>any more</i>	[ˈeni ˈmoː(r)]	alguno (más), no más	<i>at first</i>	[ət ˈfɜːst]	al principio
<i>anyone</i>	[ˈeniwʌn]	alguien, al- guno	<i>at home</i>	[ət ˈhəʊm]	en casa
<i>anything</i>	[ˈeniθɪŋ]	cualquier cosa	<i>at last</i>	[ət ˈlaːst]	por fin, fi- nalmente
<i>any time</i>	[ˈeni ˈtaɪm]	cualquier hora	<i>at night</i>	[ət ˈnaɪt]	de noche
<i>anywhere</i>	[ˈeniwɛə(r)]	en cualquier parte	<i>at once</i>	[ət ˈwʌns]	inmediata- mente
<i>appeal</i>	[əˈpiːl]	v. r.	<i>at the back</i>		
<i>apple</i>	[ˈapl]	manzana	<i>of</i>	[ət ðə ˈbak əv]	detrás de
<i>April</i>	[ˈeɪprəl]	abril	<i>at the foot</i>		
<i>Arab</i>	[ˈarəb]	árabe (n.)	<i>of</i>	[ət ðə ˈfʊt əv]	al pie de
<i>Arabic</i>	[ˈarəbɪk]	arábigo, árabe	<i>ate up</i>	[ˈet ˈʌp]	de to eat up
<i>are</i>	[aː(r)/ə(r)]	son, están	<i>atomic</i>	[əˈtɒmɪk]	atómico
<i>aren't</i>	[aːnt]	= are not	<i>attractive</i>	[əˈtraktɪv]	interesante, atractivo
<i>Argentine</i>	[aːdʒənˈtiːnə]	Argentina	<i>August</i>	[ˈoːɡəst]	agosto
<i>arm</i>	[aːm]	brazo	<i>aunt</i>	[aːnt]	tía
<i>arm-chair</i>	[ˈaːmˈtʃɛə(r)]	butaca	<i>Australia</i>	[osˈtreɪljə]	Australia
<i>army</i>	[ˈaːmi]	ejército	<i>Autumn</i>	[ˈoːtəm]	otoño
<i>around</i>	[əˈraʊnd]	alrededor de	<i>awake</i>	[əˈweɪk]	despierto (a.)
			<i>awake</i>	[əˈweɪk]	v. i.
			<i>away</i>	[əˈwei]	lejos, dis- tante
			<i>axe</i>	[aks]	hacha

— B —

<i>baby</i>	['beɪbi]	niño, infante	<i>become</i>	[bi'kʌm]	v. i.
<i>back</i>	[bʌk]	lomo, es- palda	<i>bed</i>	[bed]	cama
<i>back</i>	[bʌk]	(partícula)	<i>bed-room</i>	['bedrʊm]	dormitorio
<i>back-stroke</i>	['bʌk strəʊk]	de espaldas (natación)	<i>beef</i>	[bi:f]	carne de vaca
<i>bacon</i>	['beɪkən]	tocino, to- cineta	<i>been</i>	[bi:n]	de <i>to be</i>
<i>bad</i>	[bʌd]	malo	<i>beer</i>	[biə(r)]	cerveza
<i>badly</i>	['bʌdli]	mal (adv.)	<i>before</i>	[bi'fɔ:(r)]	delante de, antes
<i>bag</i>	[bʌg]	saco, talego	<i>begin</i>	[bi'gɪn]	v. i.
<i>baking-tin</i>	['beɪkɪŋ tɪn]	molde de hornear	<i>behave</i>	[bi'heɪv]	v. r.
<i>balcony</i>	['bʌlkəni]	balcón	<i>behind</i>	[bi'hænd]	detrás, de- trás de
<i>band</i>	[bʌnd]	banda de mú- sica	<i>believe</i>	[bi'li:v]	v. r.
<i>bank</i>	[bʌnk]	Banco	<i>bell</i>	[bel]	campana, timbre
<i>baker's</i>	['beɪkəz]	panadería	<i>belong</i>	[bi'lɒŋ]	v. r.
<i>ball</i>	[bɔ:l]	pelota	<i>belt</i>	[belt]	cinturón
<i>basement</i>	['beɪsmənt]	sótano	<i>bench</i>	[bentʃ]	banco
<i>basket</i>	['bʌ:skɪt]	cesto	<i>best</i>	[best]	de <i>good</i>
<i>bath</i>	[bʌ:θ]	baño	<i>best-man</i>	['best-mæn]	padrino de boda
<i>bath-room</i>	['bʌ:θrʊm]	cuarto de baño	<i>better</i>	['betə(r)]	mejor
<i>battle</i>	['bʌtl]	batalla	<i>between</i>	[bi'twi:n]	entre
<i>be</i>	[bi:/bi]	v. i.	<i>bicycle</i>	['baɪsɪkl]	bicicleta
<i>be afraid of</i>	['bi: ə'freɪd əv]	tener miedo de	<i>big</i>	[bɪg]	grande
<i>be fine</i>	['bi: 'faɪn]	hacer buen tiempo	<i>bill</i>	[bɪl]	cuenta, nota
<i>be hard on</i>	['bi: 'hɑ:d ɒn]	ser duro con	<i>bird</i>	[bɜ:d]	pájaro, ave
<i>be hungry</i>	['bi: 'hʌŋɡri]	tener hambre	<i>birthday</i>	['bɜ:θdeɪ]	cumpleaños
<i>be lucky</i>	['bi: 'lʌki]	tener suerte	<i>biscuit</i>	['bɪskɪt]	galleta
<i>be over</i>	['bi: 'əʊvə(r)]	acabar	<i>bitch</i>	[bɪtʃ]	perra
<i>be wrong</i>			<i>bite</i>	[baɪt]	v. i.
<i>with</i>	['bi: 'rɒŋ wɪð]	pasarle a uno	<i>(a) bit of</i>	[ə'bit əv]	(un) poco de
<i>bean</i>	[bi:n]	haba, caraota	<i>bit of chalk</i>	['bɪt əv 'tʃɔ:k]	trocito de tiza
<i>bear</i>	[beə(r)]	oso	<i>black</i>	[blʌk]	negro
<i>beard</i>	[biəd]	barba	<i>blackboard</i>	['blʌkbɔ:d]	pizarra, pi- zarrón
<i>beast</i>	[bi:st]	bestia	<i>blade</i>	[bleɪd]	hojilla, cu- chilla
<i>beautiful</i>	['bjʊ:tɪfʊl]	hermoso, bello	<i>blew</i>	[blu:]	de <i>to blow</i>
<i>beauty</i>	['bjʊ:ti]	hermosura, belleza	<i>blind</i>	[blaɪnd]	ciego
<i>because</i>	[bi'koz]	porque	<i>block</i>	[blɒk]	manzana, cuadra, bloque
<i>because of</i>	[bi'koz əv]	debido a	<i>blood</i>	[blʌd]	sangre
			<i>blouse</i>	[blauz]	blusa
			<i>blow</i>	[bləʊ]	v. i.

<i>blue</i>	[blu:]	azul	<i>brush</i>	[brʌʃ]	cepillo, brocha
<i>boar</i>	[bo:(r)]	verraco			
<i>boat</i>	[bəʊt]	bote, barca	<i>brush</i>	[brʌʃ]	v. r.
<i>body</i>	[ˈbɒdi]	cuero	<i>build</i>	[bɪld]	v. i.
<i>boil</i>	[boil]	v. r.	<i>building</i>	[ˈbɪldɪŋ]	edificio
<i>Bolivia</i>	[bəˈlɪvɪə]	Bolivia	<i>bull</i>	[bul]	toro
<i>book</i>	[buk]	libro	<i>bullfight</i>	[ˈbʊlfait]	corrida de toros
<i>book-case</i>	[ˈbʊkkeɪs]	armario para libros	<i>burn</i>	[bɜ:n]	v. i.
<i>boot</i>	[bu:t]	bota	<i>bus</i>	[bʌs]	autobús
<i>bore</i>	[bo:(r)]	aburrimiento, fastidio	<i>business</i>	[ˈbɪznɪs]	negocio, ocupación
<i>borrow</i>	[ˈbɒrəʊ]	v. r.	<i>business</i>		
<i>both</i>	[bəʊθ]	ambos, los dos	<i>man</i>	[ˈbɪznɪs mæn]	hombre de negocios
<i>bottle</i>	[ˈbɒtl]	botella	<i>busy</i>	[ˈbɪzi]	ocupado
<i>bottom</i>	[ˈbɒtəm]	fondo, pie	<i>but</i>	[bʌt/bət]	pero, sino, excepto
<i>bought</i>	[bo:t]	de <i>to buy</i>			
<i>bow-tie</i>	[ˈbəʊtaɪ]	lacito, pa- jarita	<i>butcher</i>	[ˈbʊtʃə(r)]	carnicero
<i>box</i>	[bɒks]	caja	<i>butcher's</i>	[ˈbʊtʃəz]	carnicería
<i>boy</i>	[boi]	muchacho, chico	<i>butter</i>	[ˈbʌtə(r)]	mantequilla
<i>boy-friend</i>	[ˈbɔɪfrend]	amigo	<i>button</i>	[ˈbʌtn]	v. r.
<i>brackets</i>	[ˈbrakɪts]	paréntesis	<i>buy</i>	[baɪ]	v. i.
<i>branch</i>	[bra:ntʃ]	rama	<i>buyer</i>	[ˈbaɪə(r)]	comprador
<i>brandy</i>	[ˈbrændi]	coñac	<i>by</i>	[baɪ]	por
<i>brave</i>	[breɪv]	valiente	<i>by</i>	[baɪ]	junto a,
<i>Brazil</i>	[bræˈzɪl]	Brasil	<i>by car</i>	[baɪ ˈka:(r)]	cerca de
<i>bread</i>	[bred]	pan	<i>by myself</i>	[baɪ maɪˈself]	en automóvil
<i>break</i>	[breɪk]	descanso, in- tervalo			solo, sin ayuda
<i>break</i>	[breɪk]	v. i.	<i>by then</i>	[baɪ ˈðən]	para en- tonces
<i>breakfast</i>	[ˈbrekfəst]	desayuno	<i>by train</i>	[baɪ ˈtreɪn]	en tren
<i>breathe</i>	[bri:ð]	v. r.			
<i>bridesmaid</i>	[ˈbraɪdzmeɪd]	dama de honor			
<i>bridge</i>	[brɪdʒ]	puente			
<i>brightly</i>	[ˈbraɪtli]	brillantemente	<i>cabbage</i>	[ˈkæbɪdʒ]	col, repollo
<i>bring</i>	[brɪŋ]	v. i.	<i>café</i>	[ˈkæfeɪ]	café
<i>bring in</i>	[ˈbrɪŋ ˈɪn]	meter, pro- ducir	<i>cage</i>	[keɪdʒ]	jaula, mon- tacargas
<i>British</i>			<i>cake</i>	[keɪk]	pastel, torta
<i>Railways</i>	[ˈbrɪtɪʃ ˈreɪlweɪz]	Ferrocarriles Británicos	<i>call</i>	[ko:l]	v. r.
			<i>call</i>	[ko:l]	llamada
<i>brother</i>	[ˈbrʌðə(r)]	hermano	<i>call bad</i>		
<i>brown</i>	[braʊn]	marrón, pardo	<i>names</i>	[ˈko:l ˈbad ˈneɪmz]	insultar
			<i>call in</i>	[ˈko:l ˈɪn]	v. r.
			<i>call on</i>	[ˈko:l ˈɒn]	v. r.

— C —

<i>call out</i>	[ˈko:l ˈaut]	v. r.	<i>change</i>	[tʃeɪndʒ]	cambio, mo-
<i>call up</i>	[ˈko:l ˈʌp]	v. r.			neda suelta
<i>came</i>	[keɪm]	de <i>to come</i>	<i>change</i>	[tʃeɪndʒ]	v. r.
<i>can</i>	[kən/kæn/kn]	v. i. defec- tivo	<i>change into,</i> <i>to</i>	[ˈtʃeɪndʒ ˈɪntu/tu]	
<i>can't</i>	[kɑ:nt]	= <i>cannot</i>	<i>champagne</i>	[ʃəmˈpeɪn]	v. r. champaña
<i>cap</i>	[kæp]	gorra	<i>charming</i>	[ˈtʃɑ:mɪŋ]	encantador, agradable
<i>captain</i>	[ˈkæptɪn]	capitán			
<i>car</i>	[kɑ:(r)]	carro, auto- móvil	<i>cheek</i>	[tʃi:k]	mejilla
<i>care</i>	[kɛə(r)]	cuidado,	<i>cheese</i>	[tʃi:z]	queso
		atención	<i>chest</i>	[tʃest]	pecho
<i>careful</i>	[ˈkɛəfʊl]	cuidadoso, prudente	<i>chicken</i>	[ˈtʃɪkɪn]	pollo
<i>careless</i>	[ˈkɛəlɪs]	descuidado, indolente	<i>child</i>	[tʃaɪld]	niño
<i>carpet</i>	[ˈkɑ:pɪt]	alfombra	<i>children</i>	[ˈtʃɪldrən]	niños
<i>carriage</i>	[ˈkærɪdʒ]	vagón, coche	<i>chocolate</i>	[ˈtʃɒklɪt]	chocolate
<i>cart</i>	[kɑ:t]	carreta	<i>choose</i>	[tʃu:z]	v. i.
<i>carry</i>	[ˈkæri]	v. r.	<i>Christmas</i>	[ˈkrɪsməs]	Navidad
<i>carry out</i>	[ˈkæri ˈaut]	v. r.	<i>church</i>	[tʃə:tʃ]	iglesia
<i>carving-</i> <i>knife</i>	[ˈkɑ:vɪŋnaɪf]	trinchante	<i>cigarette</i>	[sɪgəˈret]	cigarrillo
<i>case</i>	[keɪs]	caso, caja	<i>cinema</i>	[ˈsɪnəmə]	cine
<i>cash</i>	[kæʃ]	contante, efectivo	<i>circus</i>	[ˈsə:kəs]	circo, plaza circular
<i>cash down</i>	[ˈkæʃ ˈdaʊn]	dinero en mano	<i>city</i>	[ˈsɪti]	ciudad
<i>cashier</i>	[kəˈʃɪə(r)]	cajero	<i>class</i>	[kla:s]	clase
<i>cat</i>	[kæt]	gato	<i>classroom</i>	[ˈkla:srʊm]	aula
<i>catch</i>	[kætʃ]	v. i.	<i>clause</i>	[klo:z]	cláusula
<i>catch a</i> <i>cold</i>	[ˈkætʃ ə ˈkəʊld]	resfriarse	<i>clean</i>	[kli:n]	limpio
<i>catch fire</i>	[ˈkætʃ ˈfaɪə(r)]	prenderse, incendiarse	<i>clean</i>	[kli:n]	v. r.
<i>Catholic</i>	[ˈkæθəlik]	católico	<i>clear</i>	[kliə(r)]	claro, des- pejado
<i>cause</i>	[ko:z]	causa, origen	<i>clear</i>	[kliə(r)]	v. r.
<i>cause</i>	[ko:z]	v. r.	<i>clear of</i>	[ˈkliər əv]	sin contacto
<i>cave</i>	[keɪv]	cueva, gruta	<i>clever</i>	[ˈklevə(r)]	inteligente
<i>ceiling</i>	[ˈsi:lɪŋ]	techo	<i>climb</i>	[klaɪm]	v. r.
<i>celebrate</i>	[ˈselɪbreɪt]	v. r.	<i>climber</i>	[ˈklaɪmə(r)]	escalador
<i>celebration</i>	[selɪˈbreɪʃən]	celebración, solemnidad	<i>clock</i>	[klɒk]	reloj (de pared)
<i>cent</i>	[sent]	centavo, céntimo	<i>close</i>	[kləʊz]	v. r.
<i>ceremony</i>	[ˈserɪməni]	ceremonia	<i>close</i>	[kləʊs]	cerca, ín- timo
<i>certain</i>	[ˈsə:tən]	cierto, deter- minado	<i>cloth</i>	[klɒθ]	tela, paño
<i>chair</i>	[tʃɛə(r)]	silla	<i>clothes</i>	[ˈkləʊðz]	ropa, vestidos
			<i>clothing</i>	[ˈkləʊðɪŋ]	ropas, ves- tidos
			<i>cloud</i>	[klaʊd]	nube
			<i>clown</i>	[klaʊn]	payaso
			<i>coal</i>	[kəʊl]	carbón de piedra

<i>coat</i>	[kəut]	chaqueta,	<i>cost</i>	[kost]	costo, precio
<i>cock</i>	[kok]	paltó	<i>cost</i>	[kost]	v. i.
<i>cocktail</i>	['kokteil]	gallo	<i>cough</i>	[kof]	v. r.
<i>coffee</i>	['kofi]	cóctel	<i>cough</i>	[kof]	tos
<i>coke</i>	[kəuk]	café	<i>could</i>	[kud]	de <i>can</i>
<i>cold</i>	[kəuld]	coca-cola	<i>couldn't</i>	['kudənt]	= <i>could not</i>
<i>college</i>	['kolidʒ]	frío	<i>count</i>	[kaunt]	v. r.
<i>colour</i>	['kʌlə(r)]	colegio	<i>counter</i>	['kauntə(r)]	mostrador
<i>colour</i>	['kʌlə(r)]	color	<i>(a) country</i>	[(ə) 'kʌntri]	(un) país
<i>comb</i>	[kəum]	v. r.	<i>(the)</i>		
<i>come</i>	[kʌm]	v. r.	<i>country</i>	[(ðə) 'kʌntri]	(el) campo
<i>come back</i>	['kʌm 'bʌk]	v. i.	<i>couple</i>	['kʌpl]	pareja, par
		regresar,	<i>course</i>	[ko:s]	curso, ca-
		volver			rrera
<i>come in,</i>			<i>cousin</i>	['kʌzn]	primo
<i>into</i>	['kʌm 'in/		<i>cover</i>	['kʌvə(r)]	v. r.
	'intu]	entrar	<i>cover</i>	['kʌvə(r)]	tapa, venda,
<i>come out</i>	['kʌm 'aut]	salir			fundar
<i>comfortable</i>	['kʌmfətəbl]	cómodo	<i>cow</i>	[kau]	vaca
<i>company</i>	['kʌmpəni]	compañía	<i>crawl</i>	[kro:l]	<i>crawl</i> (na-
<i>compare</i>	[kəm'pɛə(r)]	v. r.			tación)
<i>compart-</i>			<i>credit</i>	['kredit]	v. r.
<i>ment</i>	[kəm'patmənt]	departamento	<i>cross</i>	[kros]	v. r.
<i>completely</i>	[kəm'pli:tli]	completa-	<i>crowd</i>	[kraud]	gentío, mul-
		mente			titud
<i>conductor</i>	[kən'dʌktə(r)]	cobrador	<i>crowded</i>	['kraudid]	atestado
<i>congratulate</i>	[kən'gratjuleit]	v. r.	<i>crown</i>	[kraun]	corona
<i>congratu-</i>			<i>cry</i>	[krai]	v. r.
<i>lation</i>	[kəngratju-	felicitación	<i>cry out</i>	['krai 'aut]	v. r.
	'leifən]		<i>curtain</i>	['kə:tən]	cortina, telón
<i>conquer</i>	['kɒŋkə(r)]	v. r.	<i>cut</i>	[kʌt]	cortada, corte
<i>consider</i>	[kən'sidə(r)]	v. r.	<i>cut</i>	[kʌt]	v. i.
<i>consist</i>	[kən'sist]	v. r.	<i>cut off</i>	['kʌt 'ɒf]	amputar,
<i>contract</i>	['kɒntrakt]	contrato			cortar
<i>conver-</i>					
<i>sation</i>	[kɒnvə'seɪʃən]	conversación			
<i>continent</i>	['kɒntinənt]	continente			
<i>cook</i>	[kuk]	cocinero			
<i>cook</i>	[kuk]	v. r.			
<i>cooking-fat</i>	['kukiŋ fat]	manteca de			
		guisar			
<i>coop</i>	[ku:p]	gallinero	<i>daddy</i>	['dadi]	papá
<i>copy</i>	['kɒpi]	v. r.	<i>dance</i>	[da:ns]	v. r.
<i>copy-book</i>	['kɒpibuk]	cuaderno	<i>dance</i>	[da:ns]	baile
<i>corn</i>	[kɔ:n]	cereal, maíz	<i>danger</i>	['deɪndʒə(r)]	peligro
<i>corned beef</i>	['kɔ:nd 'bi:f]	carne en lata	<i>dangerous</i>	['deɪndʒərəs]	peligroso
<i>correct</i>	[kə'rekt]	correcto, bien	<i>dare</i>	[dɛə(r)]	atreverse
<i>correspond</i>	[kɒris'pɒnd]	v. r.	<i>dark</i>	[da:k]	oscuro
<i>corridor</i>	['kɒrido:(r)]	pasillo	<i>date</i>	[deɪt]	fecha, cita
			<i>daughter</i>	['dɔ:tə(r)]	hija
			<i>day</i>	[dei]	día
			<i>dead</i>	[ded]	muerto

— D —

<i>deal</i>	[di:l]	parte, por- ción	<i>done</i>	[dʌn]	de <i>to do</i>
<i>deal with</i>	['di:l wið]	tratar con, traficar	<i>donkey</i>	['dɒŋki]	burro
<i>dear</i>	[diə(r)]	caro, que- rido	<i>don't</i>	[dəʊnt]	= <i>do not</i>
<i>death</i>	[deθ]	muerte	<i>don't mind</i>	['dəʊnt 'maɪnd]	no importa
<i>December</i>	[di'sembə(r)]	diciembre	<i>door</i>	[dɔ:(r)]	puerta
<i>decide</i>	[di'saɪd]	v. r.	<i>door-</i>		
<i>decorate</i>	['dekəreɪt]	v. r.	<i>handle</i>	['dɔ: 'hændl]	aldaba, aga- rradero
<i>decorator</i>	[dekə'reɪtə(r)]	decorador	<i>door-way</i>	['dɔ:wei]	entrada, puerta
<i>deep</i>	[di:p]	profundo, hondo	<i>do with</i>	['du: wið]	arreglárselas uno
<i>deeply</i>	['di:pli]	profunda- mente	<i>do without</i>	['du: wið'əʊt]	pasar sin
<i>deer</i>	[diə(r)]	ciervo, ve- nado	<i>down</i>	[daʊn]	abajo (pre- posición)
<i>dentist</i>	['dentɪst]	dentista	<i>downstairs</i>	['daʊn'steəz]	en el piso de abajo
<i>depend on</i>	[di'pend 'on]	v. r.	<i>dozen</i>	['dʌzn]	docena
<i>deserve</i>	[di'zə:v]	v. r.	<i>drake</i>	[dreɪk]	pato
<i>desirable</i>	[di'zaɪərəbl]	deseable	<i>draw</i>	[dro:]	v. i.
<i>desk</i>	[desk]	pupitre	<i>dress</i>	[dres]	vestido
<i>detail</i>	['di:teɪl]	detalle	<i>dress</i>	[dres]	v. i.
<i>dial</i>	['daɪəl]	v. r.	<i>dress-</i>		
<i>dictionary</i>	['dɪkʃənri]	diccionario	<i>maker</i>	['dres'meɪkə(r)]	modista
<i>did</i>	[dɪd]	de <i>to do</i>	<i>drink</i>	[drɪŋk]	v. i.
<i>didn't</i>	['dɪdənt]	= <i>did not</i>	<i>drink</i>	[drɪŋk]	bebida
<i>die</i>	[daɪ]	v. r.	<i>drive</i>	[draɪv]	v. i.
<i>died</i>	[daɪd]	de <i>to die</i>	<i>drive back</i>	['draɪv 'bæk]	hacer retroce- der, regre- sar en vehículo
<i>different</i>	['dɪfrənt]	diferente	<i>drive out</i>	['draɪv 'aʊt]	sacar por la fuerza
<i>difficult</i>	['dɪfɪkəlt]	difícil	<i>drop</i>	[drɒp]	v. r.
<i>dinner</i>	['dɪnə(r)]	comida	<i>drop</i>	[drɒp]	gota
<i>dining-room</i>	['daɪnɪŋrʊm]	comedor	<i>drum</i>	[drʌm]	v. r.
<i>direction</i>	[di'rekʃən]	dirección	<i>drum</i>	[drʌm]	tambor
<i>dirt</i>	['dɜ:t]	suciedad, basura	<i>dry</i>	[draɪ]	v. i.
<i>dirty</i>	['dɜ:ti]	sucio, man- chado	<i>dry</i>	[draɪ]	seco
<i>discover</i>	[dis'kʌvə(r)]	v. r.	<i>dry up</i>	['draɪ 'ʌp]	secar la loza
<i>disorder</i>	[dis'ɔ:də(r)]	desorden	<i>duck</i>	[dʌk]	pato, pata
<i>distance</i>	['dɪstəns]	distancia	<i>duke</i>	[dju:k]	duque
<i>do</i>	[du:/du/də/d]	v. i.	<i>dull</i>	[dʌl]	desanimado, triste
<i>doctor</i>	['dɒktə(r)]	médico	<i>during</i>	['dʒuərɪŋ]	durante
<i>does</i>	[dʌz/dəz/dz]	de <i>to do</i>	<i>dust</i>	[dʌst]	v. r.
<i>doesn't</i>	['dʌzənt]	= <i>does not</i>	<i>dust</i>	[dʌst]	polvo
<i>dog</i>	[dɒg]	perro	<i>duster</i>	['dʌstə(r)]	quitapolvos, borrador
<i>doll</i>	[dɒl]	muñeca			
<i>dollar</i>	['dɒlə(r)]	dólar			
<i>domestic</i>	[də'mestɪk]	doméstico			

dusty ['dʌsti] polvoriento
dying ['daɪɪŋ] moribundo

— E —

each [i:tʃ] cada
each other ['i:tʃ 'ʌðə(r)] se (uno a otro)

ear [iə(r)] oído, oreja
early ['ɜ:li] temprano
earn [ə:n] v. r.
earth [ə:θ] tierra
(the) Earth [(ði) 'ə:θ] (la) tierra
easily ['i:zili] fácilmente
easy ['i:zi] fácil
East [i:st] (el) Este
eat [i:t] v. i.
eat up ['i:t 'ʌp] comer de-
 vorar

economical [i:kə'nomikəl] económico
edge [edʒ] borde, ex-
 tremo

egg [eg] huevo
Egypt ['i:dʒɪpt] Egipto
Egyptian ['i:dʒɪpʃən] egipcio
eight [eit] ocho
eighteen ['ei'ti:n] dieciocho
elbow ['elbəu] codo
elder ['eldə(r)] de *old*
elephant ['elifənt] elefante
eleven ['i'levən] once
end [end] fin, extre-
 midad

enemy ['enəmi] enemigo
engine ['endʒɪn] máquina,
 motor

engineer [endʒɪ'niə(r)] ingeniero
England ['ɪŋɡlənd] Inglaterra
English ['ɪŋɡlɪʃ] inglés

*English-
 man* ['ɪŋɡlɪʃmən] inglés (n.)
enjoy [ɪn'dʒɔɪ] v. r.
enough [ɪ'nʌf] suficiente,
 bastante

enter ['entə(r)] v. r.
entertain [entə'tein] v. r.
-er -est [-ə, -ɪst] (sufijos)

erase [i'reɪz] v. r.
eraser [i'reɪzə(r)] borrador
especially [ɪs'peʃəli] especial-
 mente

European [juərə'piən] europeo
even [i:vən] hasta, incluso
evening ['i:vniŋ] la tarde,
 noche

*evening-
 dress* ['i:vniŋ 'dres] vestido de
 etiqueta

ever ['evə(r)] alguna vez,
 jamás

-ever [-'evə(r)] (sufijo)
ever after ['evər 'a:ftə(r)] siempre,
 después

every ['evri] cada

*every
 afternoon* ['evri
 'a:ftə'nu:n] cada tarde
everybody ['evribodi] todos, todo
 el mundo

every day ['evri 'dei] cada día

*every
 evening* ['evri 'i:vniŋ] cada tarde,
 noche

*every
 month* ['evri 'mʌnθ] cada mes

*every
 morning* ['evri 'mo:nɪŋ] cada
 mañana

every night ['evri 'nait] cada noche

everyone ['evriwʌn] todos, todo
 el mundo

everything ['evriθɪŋ] todo, todas
 las cosas

every time ['evri 'taɪm] cada vez

every week ['evri 'wi:k] cada semana

everywhere ['evriwɛə(r)] en todas
 partes

ewe [ju:] oveja madre
examine [ɪg'zamin] v. r.

*examina-
 tion* [ɪgzami'neiʃən] examen

excellent ['eksələnt] excelente

except [ɪk'sept] excepto

excuse [ɪks'kju:z] v. r.

excuse [ɪks'kju:s] excusa

exercise ['eksəsaɪz] ejercicio

<i>exercise-book</i>	[ˈeksəsaɪz buːk]	cuaderno de ejercicios
<i>expenses</i>	[ɪksˈpensɪz]	gastos
<i>expensive</i>	[ɪksˈpensɪv]	costoso
<i>explanation</i>	[ɪkspləˈneɪʃən]	explicación
<i>explode</i>	[ɪksˈpləʊd]	v. r.
<i>explosive</i>	[ɪksˈpləʊsɪv]	explosivo
<i>eye</i>	[aɪ]	ojo
<i>eyebrow</i>	[ˈaɪbraʊ]	ceja
<i>eyelash</i>	[ˈaɪləʃ]	pestaña
<i>eyelid</i>	[ˈaɪlɪd]	párpado
<i>eye-sight</i>	[ˈaɪ-saɪt]	vista (facultad)

— F —

<i>face</i>	[feɪs]	cara
<i>face to face</i>	[ˈfeɪs tu ˈfeɪs]	cara a cara
<i>fail</i>	[feɪl]	v. r.
<i>fair</i>	[fɛə(r)]	rubio, catire
<i>fair</i>	[fɛə(r)]	justo, imparcial
<i>fairly</i>	[ˈfɛəri]	hada, encantadora
<i>fall</i>	[fɔ:l]	v. i.
<i>fall asleep</i>	[ˈfɔ:l əsˈli:p]	dormirse
<i>fall in love with</i>	[ˈfɔ:l ɪn ˈlʌv wɪð]	enamorarse
<i>fall over</i>	[ˈfɔ:l ˈəʊvə(r)]	caer encima
<i>family</i>	[ˈfæmɪli]	familia
<i>famous</i>	[ˈfeɪməs]	famoso
<i>far</i>	[fɑ:(r)]	lejos
<i>fare</i>	[fɛə(r)]	tarifa, precio de pasaje
<i>far from</i>	[ˈfɑ: frəm]	lejos de
<i>farm</i>	[fɑ:m]	v. r.
<i>farm</i>	[fɑ:m]	granja, hacienda
<i>farmer</i>	[ˈfɑ:mə(r)]	granjero, agricultor
<i>farm-yard</i>	[ˈfɑ:m-jɑ:d]	corral de una granja
<i>farm</i>	[fɑ:m]	granja
<i>fast</i>	[fɑ:st]	rápido (a)
<i>fast</i>	[fɑ:st]	rápidamente

<i>fat</i>	[fat]	gordo, grueso
<i>father</i>	[ˈfɑ:ðə(r)]	padre
<i>fear</i>	[fiə(r)]	v. r.
<i>fear</i>	[fiə(r)]	miedo, temor
<i>fearful</i>	[ˈfiəfʊl]	terrible, miedoso
<i>feather</i>	[ˈfeðə(r)]	pluma
<i>February</i>	[ˈfebruəri]	febrero
<i>feed</i>	[fi:d]	v. i.
<i>feel</i>	[fi:l]	v. i.
<i>feelings</i>	[ˈfi:lɪŋz]	sentimientos
<i>feet</i>	[fi:t]	pies
<i>fell</i>	[fel]	de <i>to fall</i>
<i>fellow</i>	[ˈfeləʊ]	compañero, individuo
<i>felt</i>	[felt]	de <i>to feel</i>
<i>female</i>	[ˈfi:meɪl]	hembra
<i>fence</i>	[fens]	valla, cerca
<i>few</i>	[fju:]	pocos, as
<i>fewer</i>	[ˈfju:ə(r)]	menos
<i>field</i>	[fi:ld]	campo
<i>fifteen</i>	[ˈfɪfˈti:n]	quince
<i>fifty</i>	[ˈfɪftɪ]	cincuenta
<i>fight</i>	[faɪt]	v. i.
<i>fill</i>	[fɪl]	v. r.
<i>film</i>	[fɪlm]	película
<i>fine</i>	[faɪn]	fino, bueno, hermoso
<i>find</i>	[faɪnd]	v. i.
<i>find one's way</i>	[ˈfaɪnd ˈwʌnz ˈwei]	encontrar el camino
<i>finger</i>	[ˈfɪŋgə(r)]	dedo
<i>finish</i>	[ˈfɪnɪʃ]	v. r.
<i>fire</i>	[ˈfaɪə(r)]	fuego
<i>fire</i>	[ˈfaɪə(r)]	v. r.
<i>fireman</i>	[ˈfaɪəməŋ]	bombero
<i>first</i>	[fɜ:st]	primero, a
<i>fish</i>	[fɪʃ]	v. r.
<i>fish</i>	[fɪʃ]	pez, pescado
<i>fisherman</i>	[ˈfɪʃməŋ]	pescador
<i>five</i>	[faɪv]	cinco
<i>fix</i>	[fɪks]	v. r.
<i>flag</i>	[flæg]	bandera
<i>flat</i>	[flat]	apartamento, piso

<i>floor</i>	[flo:(r)]	piso, suelo	<i>front</i>	[frʌnt]	el frente,
<i>flour</i>	[ˈflauə(r)]	harina			delantera
<i>flower</i>	[ˈflauə(r)]	flor	<i>frozen</i>	[ˈfrəuzən]	de <i>to freeze</i>
<i>fly</i>	[flai]	mosca	<i>fruit</i>	[fru:t]	fruta
<i>fly</i>	[flai]	v. i.	<i>fruiterer's</i>	[ˈfru:tərəz]	frutería
<i>follow</i>	[ˈfɒləu]	v. r.	<i>full</i>	[ful]	lleno
<i>following</i>	[ˈfɒləuɪŋ]	siguiente	<i>full of</i>	[ˈful əv]	lleno de
<i>food</i>	[fu:d]	comida, ali- mento	<i>furnish</i>	[ˈfə:nɪʃ]	v. r.
<i>fool</i>	[fu:l]	tonto (n.)	<i>furniture</i>	[ˈfə:nɪʃə(r)]	mobiliario
			<i>future</i>	[ˈfju:tʃə(r)]	futuro
<i>foolish</i>	[ˈfu:liʃ]	tonto, necio (a.)	— G —		
<i>foot</i>	[fut]	pie	<i>garage</i>	[ˈgara:ʒ]	garage
<i>football</i>	[ˈfʊtbɔ:l]	fútbol	<i>garden</i>	[ˈga:dən]	jardín
<i>footsteps</i>	[ˈfʊtstɛps]	pisadas, pa- sos	<i>gardener</i>	[ˈgadənə(r)]	jardinero
<i>foot-</i>			<i>gardening</i>	[ˈga:dnɪŋ]	horticultura, jardinería
<i>soldiers</i>	[ˈfʊtˈsəʊldʒəz]	infantes (sol- dados)	<i>gas</i>	[gas]	gas
<i>for</i>	[fo:(r)/fə(r)]	para, por, durante, porque	<i>gate</i>	[geɪt]	entrada, puerta
<i>forehead</i>	[ˈforɪd]	frente	<i>gather</i>	[ˈgæðə(r)]	v. r.
<i>for ever</i>	[fər ˈevə(r)]	para siempre	<i>gave</i>	[geɪv]	de <i>to give</i>
<i>forest</i>	[ˈforɪst]	bosque, selva	<i>generally</i>	[ˈdʒenərəli]	general- mente
<i>forget</i>	[fəˈget]	v. i.	<i>generous</i>	[ˈdʒenərəs]	generoso
<i>fork</i>	[fo:k]	tenedor	<i>gentle</i>	[ˈdʒentl]	suave, gentil
<i>form</i>	[fo:m]	v. r.	<i>gentleman</i>	[ˈdʒentlmən]	caballero
<i>form</i>	[fo:m]	forma	<i>geography</i>	[dʒɪˈɒgrəfi]	geografía
<i>for sale</i>	[fəˈseɪl]	en venta	<i>germ</i>	[dʒə:m]	germen, mi- crobio
<i>forty</i>	[ˈfo:ti]	cuarenta	<i>German</i>	[ˈdʒəmən]	alemán
<i>fountain-</i>			<i>Germany</i>	[ˈdʒəməni]	Alemania
<i>pen</i>	[ˈfauntɪnpən]	estilográfica	<i>get</i>	[get]	v. i.
<i>four</i>	[fo:(r)]	cuatro	<i>get angry</i>	[ˈget ˈaŋɡri]	enojarse
<i>fourteen</i>	[ˈfo:ˈti:n]	catorce	<i>get cold</i>	[ˈget ˈkəʊld]	enfriarse
<i>France</i>	[fra:ns]	Francia	<i>get dark</i>	[ˈget ˈda:k]	oscurecer
<i>freeze</i>	[fri:z]	v. i.	<i>get fat</i>	[ˈget ˈfat]	engordar
<i>French</i>	[frentʃ]	francés	<i>get ill</i>	[ˈget ˈɪl]	enfermarse
<i>fresh</i>	[freʃ]	fresco, puro	<i>get in, into</i>	[ˈget ˈɪn/ˈɪntu]	entrar
<i>Friday</i>	[ˈfraɪdi]	viernes	<i>get late</i>	[ˈget ˈleɪt]	hacerse tarde
<i>friend</i>	[frend]	amigo	<i>get married</i>	[ˈget ˈmarɪd]	casarse
<i>“frig”</i>	[frɪɡ]	frigorífico	<i>get off</i>	[ˈget ˈɒf]	aparear
<i>frog</i>	[frɒɡ]	rana	<i>get on</i>	[ˈget ˈɒn]	progresar
<i>from</i>	[frɒm/frəm]	de, desde	<i>get over</i>	[ˈget ˈəʊvə(r)]	pasar por encima
<i>from time</i>			<i>get out of</i>	[ˈget ˈaʊt əv]	salir de
<i>to time</i>	[frəm ˈtaɪm tu ˈtaɪm]	de vez en cuando	<i>get ready</i>	[ˈget ˈredi]	preparar, pre- pararse

<i>get to a place</i>	[ˈget tuə ˈpleɪs]	llegar a un lugar
<i>get up</i>	[ˈget ˈʌp]	levantarse
<i>get well</i>	[ˈget ˈwel]	ponerse bien, sanar
<i>get worse</i>	[ˈget ˈwɜːs]	empeorar
<i>giant</i>	[ˈdʒaɪənt]	gigante
<i>girl</i>	[gɜːl]	muchacha
<i>give</i>	[ɡɪv]	v. i.
<i>give a party</i>	[ˈɡɪv ə ˈpaːtɪ]	dar una fiesta
<i>give away</i>	[ˈɡɪv ə ˈwei]	entregar, dar
<i>glad</i>	[ɡlæd]	contento, alegre
<i>glass</i>	[ɡlɑːs]	vaso, vidrio, espejo
<i>globe</i>	[ɡləʊb]	esfera
<i>glove</i>	[ɡlʌv]	guante
<i>go</i>	[ɡəʊ]	v. i.
<i>goat</i>	[ɡəʊt]	cabra
<i>go bad</i>	[ˈɡəʊ ˈbæd]	ponerse malo
<i>go back to</i>	[ˈɡəʊ ˈbæk tu]	regresar a
<i>go by</i>	[ˈɡəʊ ˈbaɪ]	pasar
<i>go for a walk</i>	[ˈɡəʊ fər ə ˈwɔːk]	ir a dar un paseo
<i>go in, into</i>	[ˈɡəʊ ˈɪn/ɪntu]	entrar
<i>go off</i>	[ˈɡəʊ ˈɒf]	marcharse, partir
<i>go on</i>	[ˈɡəʊ ˈɒn]	continuar
<i>go out</i>	[ˈɡəʊ ˈaʊt]	salir, apagarse
<i>go pale</i>	[ˈɡəʊ ˈpeɪl]	ponerse pálido
<i>go home</i>	[ˈɡəʊ ˈhəʊm]	irse a casa
<i>go shopping</i>	[ˈɡəʊ ˈʃɒpɪŋ]	ir de compras
<i>go to bed</i>	[ˈɡəʊ tu ˈbed]	irse a la cama
<i>go to the pictures</i>	[ˈɡəʊ tu ðə ˈpɪktʃəz]	ir al cine
<i>go to sleep</i>	[ˈɡəʊ tu ˈsliːp]	irse a dormir
<i>go up</i>	[ˈɡəʊ ˈʌp]	subir
<i>God</i>	[ɡɒd]	Dios
<i>gold</i>	[ɡəʊld]	oro
<i>golden</i>	[ˈɡəʊldən]	dorado, de oro

<i>good</i>	[ɡʊd]	bueno
<i>good-bye</i>	[ˈɡʊdbaɪ]	adiós
<i>good-for-nothing</i>	[ˈɡʊd fə ˈnʌθɪŋ]	inútil
<i>grandfather</i>	[ˈɡrænd-fɑːðə(r)]	abuelo
<i>grape</i>	[ɡreɪp]	uva
<i>grass</i>	[ɡrɑːs]	hierba, césped
<i>great</i>	[ɡreɪt]	gran, grande
<i>great many</i>	[ˈɡreɪt ˈmeni]	muchos, as
<i>Greece</i>	[ɡriːs]	Grecia
<i>green</i>	[ɡriːn]	verde
<i>green-grocer's</i>	[ˈɡriːn ˈɡrəʊsəz]	verdulería
<i>greetings</i>	[ˈɡriːtɪŋz]	saludos
<i>grey</i>	[ɡreɪ]	gris
<i>grocer's</i>	[ˈɡrəʊsəz]	el abastos, tienda de comestibles
<i>ground</i>	[ɡraʊnd]	tierra, suelo
<i>ground-floor</i>	[ˈɡraʊnd ˈfloː(r)]	piso bajo
<i>grow</i>	[ɡrəʊ]	v. i.
<i>grow dark</i>	[ˈɡrəʊ ˈdaːk]	hacerse oscuro
<i>grow plants</i>	[ˈɡrəʊ ˈplɑːnts]	cultivar plantas
<i>grow up</i>	[ˈɡrəʊ ˈʌp]	crecer
<i>grown-up</i>	[ˈɡrəʊnʌp]	adulto
<i>Guatemala</i>	[ɡwətiˈmɑːlə]	Guatemala
<i>guest</i>	[ɡest]	huésped, invitado
<i>guitar</i>	[ɡɪˈtaː(r)]	guitarra
<i>gun</i>	[ɡʌn]	arma de fuego, escopeta

— H —

<i>had</i>	[hæd]	de <i>to have</i>
<i>hadn't</i>	[ˈhædənt]	= <i>had not</i>
<i>hair</i>	[heə(r)]	pelo, cabello
<i>hairdresser's</i>	[ˈheəˈdresəz]	peluquería
<i>half</i>	[hɑːf]	mitad, medio
<i>half-penny</i>	[ˈheɪpni]	medio penique

<i>hall</i>	[ho:l]	salón, vesti- bulo	<i>here</i>	[hiə(r)]	aquí
<i>ham</i>	[hɑm]	jamón	<i>here you</i>		
<i>hand</i>	[hænd]	mano	<i>are</i>	['hiə ju 'a:]	aquí está, aquí lo tienes
<i>hand</i>	[hænd]	v. r.			
<i>hand-bag</i>	['hændbæg]	bolso de se- ñora	<i>hero</i>	['hiərəu]	héroe
<i>handker- chief</i>	['hæŋkətʃif]	pañuelo	<i>heroine</i>	['herəuin]	heroína
<i>happen</i>	['hæpən]	v. r.	<i>hers</i>	[hə:z]	el de ella, los de ella
<i>happen to</i>			<i>herself</i>	[hə'self]	se (ella mis- ma)
<i>be</i>	['hæpən tu 'bi:]	suceder	<i>he's</i>	[hi:z]	= <i>he is</i> , <i>he</i> <i>has</i>
<i>happiness</i>	['hæpinis]	felicidad			
<i>happily</i>	['hæpili]	felizmente	<i>hid</i>	[hid]	de <i>to hide</i>
<i>happy</i>	['hæpi]	feliz	<i>hide</i>	[haid]	v. i.
<i>hard</i>	[hɑ:d]	duro, difícil	<i>hidden</i>	['hidən]	de <i>to hide</i>
<i>harvest</i>	['hɑ:vist]	cosecha, fruto	<i>high</i>	[hai]	alto
<i>has</i>	[haz/həz/ əz/z]	de <i>to have</i> = <i>has not</i>	<i>high-heeled</i>		
<i>hasn't</i>	['hæzənt]	sombrero	<i>shoes</i>	['hai-hi:ld 'ʃu:z]	zapato de ta- cón alto
<i>hat</i>	[hæt]	v. r.	<i>hill</i>	[hil]	colina, mon- taña
<i>hate</i>	[heit]	v. i.			
<i>have</i>	[hav/həv]	= <i>have not</i>	<i>him</i>	[him/im]	ob. de <i>he</i>
<i>haven't</i>	['hævnt]		<i>himself</i>	[him'self]	se (él mismo)
<i>have a</i>			<i>his</i>	[hiz/iz]	su, sus (de él)
<i>cold</i>	['hav ə 'kəuld]	tener un res- friado	<i>his</i>	[hiz/iz]	p. pos.
			<i>hit</i>	[hit]	v. i.
<i>have a</i>			<i>hold</i>	[həuld]	v. i.
<i>shave</i>	['hav ə 'ʃeiv]	afeitarse	<i>hold on</i>	['həuld 'on]	agarrarse a
<i>he</i>	[hi:/hi/i]	él	<i>hole</i>	[həul]	agujero, hue- co
<i>held</i>	[held]	de <i>to hold</i>			
<i>head</i>	[hed]	cabeza	<i>holiday</i>	['holidi]	vacación, fiesta
<i>head</i>	[hed]	principal			
<i>healthy</i>	['helθi]	sano, saluda- ble	<i>home</i>	[həum]	casa, hogar
			<i>homework</i>	['həumwə:k]	tarea escolar
<i>hear</i>	[hiə(r)]	v. i.	<i>honest</i>	['onist]	honrado, ín- tegro
<i>heart</i>	[hɑ:t]	corazón			
<i>heavy</i>	['hevi]	pesado	<i>honey</i>	['həni]	miel
<i>he'd</i>	[hi:d]	= <i>he had</i> , <i>he</i> <i>would</i>	<i>honey-moon</i>	['hənimu:n]	luna de miel
<i>height</i>	[hait]	altura	<i>honour</i>	['onə(r)]	honor
<i>heir</i>	[ɛə(r)]	heredero	<i>hook</i>	[huk]	gancho, an- zuelo
<i>help</i>	[help]	ayuda			
<i>help</i>	[help]	v. r.	<i>hop</i>	[hop]	v. r.
<i>hemis- phere</i>	['hemisfiə(r)]	hemisferio	<i>hope</i>	[həup]	v. r.
<i>hen</i>	[hen]	gallina	<i>hopeless</i>	['həuplis]	irremediable, desesperan- zado
<i>her</i>	[hə:(r)/hə(r)/ ə(r)]	a. y p. per.			

<i>horse</i>	[ho:s]	caballo	<i>if</i>	[if]	si (conjunción)
<i>host</i>	[həʊst]	huésped, anfitrión	<i>ill</i>	[il]	enfermo
<i>hot</i>	[hot]	caliente	<i>I'll see</i>		
<i>hotel</i>	[həu'tel]	hotel	<i>you later</i>	[ail 'si: ju 'leitə(r)]	te veré luego
<i>hour</i>	[ʼauə(r)]	hora	<i>I'm</i>	[aim]	= <i>I am</i>
<i>house</i>	[haus]	casa	<i>import</i>	[im'po:t]	v. r.
<i>housework</i>	[ʼhauswə:k]	trabajo de la casa	<i>import</i>	[im'po:t]	importe, valor
<i>how</i>	[hau]	cómo	<i>important</i>	[im'po:tənt]	importante
<i>however</i>			<i>impossible</i>	[im'posibl]	imposible
<i>much</i>	[hau'evə 'matʃ]	no obstante	<i>I'm sorry</i>	[aim 'sori]	lo siento
		lo mucho	<i>in</i>	[in]	en
<i>how big</i>	[ʼhau 'big]	qué grande	<i>in front of</i>	[in'frənt əv]	delante de
<i>how do</i>			<i>in order</i>	[in 'o:ðə(r)]	en orden
<i>you do?</i>	[ʼhau du ju 'du:ʔ]	saludo	<i>in order that</i>	[in 'o:ðə ðət]	a fin de que
<i>how heavy?</i>	[ʼhau 'heviʔ]	qué pesado	<i>in place of</i>	[in 'pleis əv]	en vez de, en lugar de
<i>how long?</i>	[ʼhau 'lɒŋʔ]	qué largo, cuánto tiempo	<i>in the afternoon</i>	[in ðə 'a:ftə'nu:n]	por la tarde
<i>how many?</i>	[ʼhau 'meniʔ]	cuántos, as.	<i>in the course of</i>	[in ðə 'ko:s əv]	en el curso de
<i>how much?</i>	[ʼhau 'matʃʔ]	cuánto	<i>in the end</i>	[in ði 'end]	finalmente, al fin
<i>how old</i>	[ʼhau 'əuld]	qué edad	<i>in the morning</i>	[in ðə 'mo:nɪŋ]	por la mañana
<i>how tall</i>	[ʼhau 'to:l]	qué alto	<i>in time</i>	[in 'taim]	a tiempo, puntual
<i>hullo!</i>	[hʌ'ləu!]	¡hola!	<i>India</i>	[ˈindɪə]	India
<i>humble</i>	[ˈhʌmbl]	humilde	<i>-ing</i>	[-ɪŋ]	(sufijo)
<i>hundred</i>	[ˈhʌndrəd]	cientos, ciento	<i>injection</i>	[in'dʒækʃən]	inyección
<i>hungry</i>	[ˈhʌŋɡri]	hambriento	<i>ink</i>	[ɪŋk]	tinta
<i>hunt</i>	[hʌnt]	v. r.	<i>inkstand</i>	[ˈɪŋkstænd]	tintero
<i>hurt</i>	[hɜ:t]	v. i.	<i>inside</i>	[ˈɪn'saɪd]	en el interior, dentro
<i>husband</i>	[ˈhʌsbənd]	esposo, marido	<i>inspect</i>	[in'spekt]	v. r.
<i>hut</i>	[hʌt]	choza, caseta	<i>instead of</i>	[in'sted əv]	en vez de
— I —			<i>intelligent</i>	[in'telɪdʒənt]	inteligente
<i>I</i>	[ai]	yo	<i>item</i>	[ˈaɪtəm]	partida, párrafo
<i>ice-cream</i>	[ˈaɪs'kri:m]	helado (n.)	<i>interested</i>	[ˈɪntrɪstɪd]	interesado
<i>I'd</i>	[aɪd]	= <i>I had</i> , <i>I would</i>	<i>interesting</i>	[ˈɪntrɪstɪŋ]	interesante
<i>idea</i>	[aɪ'diə]	idea	<i>interrogative</i>	[ɪntə'rogətɪv]	interrogativo
<i>ideal</i>	[aɪ'diəl]	ideal, perfecto	<i>interrogatively</i>	[ɪntə'rogətɪvli]	interrogativamente
<i>I don't mind</i>	[ˈaɪ dəʊnt 'maɪnd]	a mí no me importa			

<i>interval</i>	['intəvəl]	intermedio, descanso	-- K --	
<i>into</i>	['intu]	en, dentro de	<i>keep</i>	[ki:p] v. i.
<i>introduce</i>	[intrə'dju:s]	v. r.	<i>keep laws</i>	['ki:p 'lo:z] observar las
<i>invitation</i>	[invɪ'teɪʃən]	invitación		leyes
<i>invite</i>	[in'vait]	v. r.	<i>keep order</i>	['ki:p 'o:də(r)] mantener el
<i>is</i>	[ɪz/z/s]	de <i>to be</i>		orden
<i>-ish, -ist</i>	[-ʃ, -ɪst]	(sufijos)	<i>keep quiet</i>	['ki:p 'kwaɪət] estarse quieto
<i>island</i>	['aɪlənd]	isla	<i>kennel</i>	['kenəl] perrera, ca-
<i>isn't</i>	['ɪzənt]	= <i>is not</i>		seta
<i>isn't it?</i>	['ɪzəntɪtʃ]	¿verdad?	<i>key</i>	[ki:] llave
<i>it</i>	[ɪt]	p. per. s. y ob.	<i>kick</i>	[kɪk] v. r.
<i>Italian</i>	[ɪ'taljən]	italiano	<i>kill</i>	[kɪl] v. r.
<i>italics</i>	[ɪ'talɪks]	bastardilla	<i>kilo</i>	['ki:ləu] kilo
<i>Italy</i>	['ɪtəli]	Italia	<i>kind</i>	[kaɪnd] amable, cari-
<i>its</i>	[ɪts]	a. y p. pos.		tativo, clase
<i>it's</i>	[ɪts]	= <i>it is</i>	<i>king</i>	[kɪŋ] rey
<i>it's been</i>			<i>kiss</i>	[kɪs] v. r.
<i>nice</i>			<i>kiss</i>	[kɪs] beso
<i>seeing</i>			<i>kitchen</i>	['kɪtʃən] cocina
<i>you</i>	[ɪts bi:n 'nais 'si:ɪŋ ju]	me ha alegra- do verle	<i>kitchen-</i> <i>garden</i>	['kɪtʃɪn- 'gɑ:dən] huerto
<i>itself</i>	[ɪt'self]	se (ello mis- mo)	<i>kite</i>	[kaɪt] cometa
<i>I've</i>	[aɪv]	= <i>I have</i>	<i>kitten</i>	['kɪtən] gatito
			<i>knee</i>	[ni:] rodilla
			<i>knife</i>	[naɪf] cuchillo
			<i>knock</i>	[nɒk] v. r.
			<i>know</i>	[nəu] v. i.

— J —

<i>January</i>	['dʒʌnjuəri]	enero
<i>Japan</i>	[dʒə'pʌn]	Japón
<i>jar</i>	[dʒɑ:(r)]	jarro jarra
<i>jewel</i>	['dʒu:əl]	joya
<i>jolly good</i>	['dʒɒli 'gʊd]	excelente
<i>journey</i>	['dʒə:ni]	viaje
<i>July</i>	[dʒu'laɪ]	julio
<i>jump</i>	[dʒʌmp]	v. r.
<i>June</i>	[dʒu:n]	junio
<i>just</i>	[dʒʌst]	justo, justa- mente
<i>just as</i>	['dʒʌst əz]	justamente cuando
<i>just then</i>	['dʒʌst 'ðen]	justamente entonces

— L —

<i>lady</i>	['leɪdi]	señora
<i>lady-doctor</i>	['leɪdi- 'dɒktə(r)]	doctora, mé- dico
<i>lamb</i>	[lʌm]	cordero
<i>lamp</i>	[lʌmp]	lámpara
<i>lane</i>	[leɪn]	senda, vereda
<i>land</i>	[lʌnd]	tierra, país
<i>land</i>	[lʌnd]	v. r.
<i>language</i>	['lʌŋgwɪdʒ]	idioma
<i>large</i>	[lɑ:dʒ]	grande
<i>last</i>	[lɑ:st]	v. r.
<i>last</i>	[lɑ:st]	último, pa- sado
<i>last night</i>	['lɑ:st 'naɪt]	anoche

<i>last week</i>	['la:st 'wi:k]	la semana pasada	<i>light</i>	[lait]	v. i.
<i>late</i>	[leit]	tarde (adverbio)	<i>like</i>	[laik]	v. r.
<i>late</i>	[leit]	tarde (adverbio)	<i>like</i>	[laik]	como, igual, lo mismo
<i>lately</i>	['leitli]	recientemente			que
<i>later</i>	['leitə(r)]	más tarde	<i>line</i>	[lain]	línea
<i>laugh</i>	[la:f]	risa	<i>line</i>	[lain]	vía férrea
<i>laugh at</i>	['la:f at/ət]	v. r.	<i>lip</i>	[lip]	labio
<i>lavatory</i>	['lavətəri]	servicio, baño	<i>liquid</i>	['likwid]	líquido
<i>law</i>	[lo:]	ley	<i>list</i>	[list]	lista, relación
<i>lawyer</i>	['lo:jə(r)]	abogado	<i>listen</i>	['lisən]	v. r.
<i>lay</i>	[lei]	v. i.	<i>little</i>	['litl]	poco, pequeño
<i>lay the table</i>	['lei ðə 'teibl]	poner la mesa	<i>live</i>	[liv]	v. r.
<i>lazy</i>	['leizi]	perezoso, flojo	<i>lives</i>	[livz]	de <i>to live</i>
<i>lead</i>	[li:d]	v. i.	<i>lives</i>	[laivz]	plural de <i>live</i>
<i>lead</i>	[led]	plomo	<i>load</i>	[ləud]	carga
<i>leaf</i>	[li:f]	hoja	<i>load</i>	[ləud]	v. r.
<i>learn</i>	[lə:n]	v. i.	<i>loaf</i>	[ləuf]	pan, hogaza
<i>learned</i>	['lə:nid]	erudito, experto	<i>loaves</i>	[ləuvz]	plural de <i>loaf</i>
<i>least</i>	[li:st]	de <i>little</i>	<i>lock</i>	[lok]	v. r.
<i>leave</i>	[li:v]	v. i.	<i>London</i>	['lʌndən]	Londres
<i>leave-taking</i>	['li:v'teikin]	despedida	<i>long</i>	[lɒŋ]	largo
<i>leaves</i>	[li:vz]	hojas	<i>long ago</i>	[lɒŋ ə'gəu]	hace mucho tiempo
<i>left</i>	[left]	izquierda, de <i>to leave</i>	<i>a long way</i>		
<i>leg</i>	[leg]	pierna	<i>off</i>	[ə 'lɒŋ 'wei of]	lejos
<i>lemonade</i>	[lemə'neid]	limonada	<i>look</i>	[luk]	v. r.
<i>length</i>	[leŋθ]	longitud	<i>look after</i>	['luk 'a:ftə(r)]	v. r.
<i>less</i>	[les]	menos	<i>look at</i>	['luk at/ət]	v. r.
<i>-less</i>	[—lis]	(sufijo)	<i>look for</i>	['luk 'fo:(r)]	v. r.
<i>lesson</i>	['lesən]	lección	<i>look like</i>	['luk 'laik]	v. r.
<i>let</i>	[let]	v. i.	<i>looking-</i>		
<i>let me see</i>	['let mi: 'si:]	déjame pensar	<i>glass</i>	['lʌŋɡla:s]	espejo
<i>letter</i>	['letə(r)]	carta, letra	<i>look out of</i>	['luk 'aut əv]	mirar fuera
<i>lettuce</i>	['letis]	lechuga	<i>look up</i>	['luk 'ʌp]	v. r.
<i>library</i>	['laibrəri]	biblioteca	<i>lorry</i>	['lɒri]	camión
<i>lie</i>	[lai]	v. r.	<i>lose</i>	[lu:z]	v. i.
<i>lie</i>	[lai]	v. i.	<i>lose one's way</i>	['lu:z 'wʌnz 'wei]	perderse
<i>lie</i>	[lai]	mentira	<i>love</i>	[lʌv]	v. r.
<i>life</i>	[laif]	vida	<i>love</i>	[lʌv]	amor
<i>lift</i>	[lift]	ascensor	<i>lovely</i>	['lʌvli]	hermoso, agradable
<i>lift</i>	[lift]	v. r.	<i>low</i>	[ləu]	bajo, malo
<i>light</i>	[lait]	luz	<i>low heeled-</i>		
<i>light</i>	[lait]	ligero, no pesado	<i>shoes</i>	['ləu 'hi:ld 'fu:z]	zapato plano

<i>lucky</i>	['lʌki]	afortunado, dichoso	<i>married</i>	['marid]	casado
<i>lunch</i>	[lʌntʃ]	comida, al- muerzo	<i>marry</i>	['mari]	v. r.
<i>-ly</i>	[—li]	(sufijo)	<i>marvellous</i>	['ma:viləs]	maravilloso
<i>lying</i>	['laiɪŋ]	tendido, echa- do	<i>mass</i>	[mas]	masa, misa
			<i>master</i>	['ma:stə(r)]	amo, dueño
			<i>match</i>	[matʃ]	v. r.
			<i>mate</i>	[meit]	compañero, camarada
— M —			<i>matter</i>	['matə(r)]	v. r.
			<i>matter</i>	['matə(r)]	materia, asunto
<i>machine</i>	[mə'ʃi:n]	máquina	<i>May</i>	[mei]	mayo
<i>madam</i>	['madəm]	señora	<i>may</i>	[mei]	v. auxiliar
<i>made</i>	[meid]	de <i>to make</i>			defectivo
<i>made of</i>	['meid əv]	hecho de	<i>me</i>	[mi:/mi]	ob. de <i>I</i>
<i>magic</i>	['mædʒɪk]	mágico	<i>me too</i>	[mi: 'tu:]	yo también
<i>magician</i>	[mə'dʒɪʃən]	mago, hechi- cero	<i>meal</i>	[mi:l]	comida
<i>maid</i>	[meid]	doncella, sirvienta	<i>mean</i>	[mi:n]	v. i.
<i>maid-</i>			<i>meaning</i>	['mi:nɪŋ]	significado
<i>servant</i>	['meid 'sə:vənt]	sirvienta	<i>meant for</i>	['ment fo:(r)]	ideado, hecho para
<i>mail</i>	[meil]	correo, corres- pondencia	<i>meantime</i>	['mi:n'taim]	mientras tanto
<i>mail-box</i>	['meilbɒks]	buzón	<i>measure</i>	['meʒə(r)]	v. r.
<i>main</i>	[mein]	principal, ma- yor	<i>measure</i>	['meʒə(r)]	medida
<i>majority</i>	[mə'dʒɔriti]	mayoría	<i>meat</i>	[mi:t]	carne
<i>make</i>	[meik]	v. i.	<i>medicine</i>	['medsin]	medicina
<i>make a</i>			<i>meet</i>	[mi:t]	v. i.
<i>mistake</i>	['meik ə mis- 'teik]	equivocarse	<i>meeting</i>	['mi:tiŋ]	reunión, en- trevista
<i>make out</i>	['meik 'aut]	descifrar, comprender	<i>memory</i>	['meməri]	memoria
<i>male-nurse</i>	['meil 'nə:s]	enfermero	<i>men</i>	[men]	hombres
<i>man</i>	[man]	hombre	<i>mend</i>	[mend]	v. r.
<i>manage</i>	['manidʒ]	v. r.	<i>merry</i>	['meri]	alegre, diver- tido
<i>manager</i>	['manidʒə(r)]	director, ge- rente	<i>mice</i>	[mais]	ratones
<i>many</i>	['meni]	muchos, as,	<i>might</i>	[mait]	de <i>may</i>
<i>map</i>	[map]	mapa	<i>mightn't</i>	['maitnt]	= <i>might not</i>
<i>March</i>	[mɑ:tʃ]	marzo	<i>mile</i>	[mail]	milla
<i>march</i>	[mɑ:tʃ]	marcha	<i>milk</i>	[milk]	v. r.
<i>march</i>	[mɑ:tʃ]	v. r.	<i>milk</i>	[milk]	leche
<i>mare</i>	[mɛə(r)]	yegua	<i>million</i>	['mɪljən]	millón
<i>mark</i>	[ma:k]	señal, marca	<i>mind</i>	[maɪnd]	v. r.
<i>marmalade</i>	['ma:məleɪd]	mermelada	<i>mind</i>	[maɪnd]	inteligencia, mente
<i>marriage</i>	['marɪdʒ]	matrimonio, boda	<i>mine</i>	[main]	mina
			<i>mine</i>	[main]	p. pos.
			<i>miner</i>	['maɪnə(r)]	minero
			<i>minute</i>	['minɪt]	minuto
			<i>mirror</i>	['mɪrə(r)]	espejo

<i>miss</i>	[mis]	señorita	<i>native</i>	[ˈneɪtɪv]	nativo
<i>miss</i>	[mis]	v. r.	<i>near</i>	[niə(r)]	cerca, cerca de
<i>missing</i>	[ˈmɪsɪŋ]	ausente, que falta	<i>necessary</i>	[ˈnesəsəri]	necesario
<i>mis-spelling</i>	[misˈspeliŋ]	falta de ortografía	<i>neck</i>	[nek]	cuello
<i>mistake</i>	[misˈteɪk]	error, equivocación	<i>need</i>	[ni:d]	v. r.
<i>mister</i>	[ˈmɪstə(r)]	señor	<i>needlessly</i>	[ˈni:dlɪsli]	inútilmente
<i>mistress</i>	[ˈmɪstrɪs]	señora, ama	<i>needle</i>	[ˈni:dl]	aguja
<i>mixture</i>	[ˈmɪkstʃə(r)]	mezcla	<i>negative</i>	[ˈnegətɪv]	negativo
<i>modern</i>	[ˈmɒdən]	moderno	<i>negatively</i>	[ˈnegətɪvli]	negativamente
<i>Monday</i>	[ˈmʌndi]	lunes	<i>nephew</i>	[ˈnevju:]	sobrino
<i>Money</i>	[ˈmʌni]	dinero	<i>-ness</i>	[—nis]	(sufijo)
<i>monkey</i>	[ˈmʌŋki]	mono	<i>net</i>	[net]	red, malla
<i>month</i>	[mʌnθ]	mes	<i>never</i>	[ˈnevə(r)]	nunca, jamás
<i>Moon</i>	[mu:n]	luna	<i>never</i>		
<i>Moor</i>	[muə(r)]	moro, árabe	<i>mind!</i>	[ˈnevə ˈmaɪnd!]	no importa
<i>more</i>	[mɔ:(r)]	más	<i>new</i>	[nju:]	nuevo
<i>morning</i>	[ˈmɔ:nɪŋ]	mañana (n.)	<i>newly-</i>		
<i>most</i>	[məʊst]	de <i>much</i>	<i>married</i>	[ˈnju:li ˈmarɪd]	recién casado
<i>mother</i>	[ˈmʌðə(r)]	madre	<i>news</i>	[nju:z]	noticias
<i>motor-car</i>	[ˈməʊtəka:(r)]	automóvil	<i>newspaper</i>	[ˈnju:s-peɪpə(r)]	periódico
<i>mount</i>	[maʊnt]	v. r.	<i>New York</i>	[ˈnju: ˈjɔ:k]	Nueva York
<i>mount</i>	[maʊnt]	monte	<i>New Zealand</i>	[nju:ˈzi:lənd]	Nueva Zelanda
<i>mountain</i>	[ˈmaʊntɪn]	montaña	<i>next</i>	[nekst]	próximo, siguiente
<i>mouse</i>	[maʊs]	ratón	<i>next door</i>	[ˈnekst ˈdo:(r)]	la puerta contigua
<i>mouth</i>	[maʊθ]	boca, entrada	<i>next to</i>	[ˈnekst tə]	junto a, al lado de
<i>move</i>	[mu:v]	v. r.	<i>nice</i>	[naɪs]	agradable, lindo, bueno
<i>movies</i>	[ˈmu:vɪz]	cine	<i>nicely</i>	[ˈnaɪsli]	delicadamente
<i>Mr.</i>	[ˈmɪstə(r)]	de <i>mister</i>	<i>niece</i>	[ni:s]	sobrina
<i>Mrs.</i>	[ˈmɪsɪz]	de <i>mistress</i>	<i>night</i>	[naɪt]	noche
<i>much</i>	[mʌtʃ]	mucho, a	<i>night-dress</i>	[ˈnaɪtdres]	camisón
<i>mummy</i>	[ˈmʌmi]	mamá	<i>nine</i>	[naɪn]	nueve
<i>must</i>	[mʌst]	v. i. defectivo	<i>nineteen</i>	[ˈnaɪnˈti:n]	diecinueve
<i>mustn't</i>	[ˈmʌsnt]	= <i>must not</i>	<i>no</i>	[nəʊ]	no
<i>my</i>	[maɪ]	mi, mis	<i>no</i>	[nəʊ]	= <i>not a</i> , ningún
<i>myself</i>	[maɪˈself]	me, yo mismo	<i>nobody</i>	[ˈnəʊbədi]	nadie, ninguno
— N —			<i>noise</i>	[noɪz]	ruido
<i>nail</i>	[neɪl]	uña	<i>noisy</i>	[ˈnoɪzi]	ruidoso
<i>name</i>	[neɪm]	nombre			
<i>narrow</i>	[ˈnærəʊ]	estrecho			
<i>National Anthem</i>	[ˈnʌʃənəl ˈænthəm]	himno nacional			

<i>none</i>	[nʌn]	ninguno
<i>nook</i>	[nuk]	rincón, escondrijo
<i>noon</i>	[nu:n]	mediodía
<i>no one</i>	['nəʊwʌn]	nadie, ninguno
<i>normally</i>	['no:məli]	normalmente
<i>North</i>	[no:θ]	(el) Norte
<i>northern</i>	['no:ðən]	septentrional
<i>nose</i>	[nəʊz]	nariz
<i>not</i>	[not]	no
<i>note</i>	[nəʊt]	nota, apunte
<i>note-book</i>	['nəʊtbuk]	libreta
<i>not only</i>	['not 'əʊnli]	no sólo
<i>nothing</i>	['nʌθɪŋ]	nada
<i>notice</i>	['nəʊtɪs]	v. r.
<i>novel</i>	['nəʊvəl]	novela
<i>November</i>	[nəʊ'vembə(r)]	noviembre
<i>now</i>	[nau]	ahora
<i>now!</i>	[nau!]	bien, así, entonces
<i>nowhere</i>	['nəʊwɛə(r)]	en ningún sitio
<i>number</i>	['nʌmbə(r)]	número
<i>nun</i>	[nʌn]	monja
<i>nurse</i>	[nɜ:s]	enfermera

— O —

<i>o'clock</i>	[ə'klok]	(de el reloj)
<i>October</i>	[ək'təʊbə(r)]	octubre
<i>of</i>	[ɒv/əv]	de
<i>of course</i>	[əv 'kɔ:s]	por supuesto
<i>off</i>	[ɒf]	lejos, fuera
<i>offer</i>	['ɒfə(r)]	oferta
<i>office</i>	['ɒfɪs]	oficina, escritorio
<i>official</i>	[o'fiʃəl]	oficial (a.)
<i>often</i>	['ɒfən]	frecuentemente
<i>oh!</i>	[əʊ]	¡oh!
<i>oil</i>	[ɔɪl]	aceite, petróleo
<i>old</i>	[əʊld]	viejo
<i>omelette</i>	['ɒmlɪt]	tortilla
<i>on</i>	[ɒn]	en, sobre
<i>on and on</i>	['ɒn ənd 'ɒn]	continuamente

<i>on fire</i>	[ɒn 'faɪə(r)]	ardiendo, en llamas
<i>on the left</i>	[ɒn ðə 'left]	a la izquierda
<i>on the other hand</i>	[ɒn ði 'ʌðə 'hand]	por otro lado, por otra parte
<i>on the phone</i>	[ɒn ðə 'fəʊn]	al teléfono
<i>on the right</i>	[ɒn ðə 'raɪt]	a la derecha
<i>once</i>	[wʌns]	una vez
<i>one</i>	[wʌn]	uno
<i>one another</i>	['wʌn ə'nʌðə(r)]	se (uno a otro)
<i>one by one</i>	['wʌn baɪ 'wʌn]	uno a uno
<i>onion</i>	['ʌnjən]	cebolla
<i>onto</i>	['ɒntu]	= <i>on to</i> , sobre
<i>open</i>	['əʊpən]	v. r.
<i>open</i>	['əʊpən]	abierto
<i>opening</i>	['əʊpənɪŋ]	abertura, entrada
<i>operate</i>	['ɒpəreɪt]	v. r.
<i>or</i>		o (conjunción)
<i>orange</i>	['ɒrɪndʒ]	naranja
<i>orange-juice</i>	['ɒrɪndʒ dʒu:s]	juego de naranjas
<i>order</i>	['ɔ:də(r)]	orden
<i>other</i>	['ʌðə(r)]	otro
<i>ought</i>	[ɔ:t]	v. i. defectivo
<i>oughtn't</i>	['ɔ:tənt]	= <i>ought not</i>
<i>our</i>	['aʊə(r)]	nuestro, a, os
<i>ours</i>	['aʊəz]	el nuestro, a, los nuestros, as
<i>ourselves</i>	[aʊə'selvz]	nos (nosotros mismos)
<i>out</i>	[aʊt]	fuera, afuera
<i>out of</i>	['aʊt əv]	fuera de
<i>outside</i>	['aʊt'saɪd]	exterior, de afuera
<i>oven</i>	['ʌvən]	horno
<i>over</i>	['əʊvə(r)]	sobre, encima

<i>overcoat</i>	[ˈəʊvəkəʊt]	abrigo, gabán	<i>penny</i>	[ˈpeni]	penique
<i>over there</i>	[ˈəʊvəˈðeə(r)]	por ahí	<i>people</i>	[ˈpi:pl]	gente, personas
<i>own</i>	[əʊn]	propio	<i>per cent</i>	[pəˈsent]	por ciento
<i>own</i>	[əʊn]	v. r.	<i>perfect</i>	[ˈpə:fɪkt]	perfecto
<i>ox</i>	[oks]	buey	<i>perfume</i>	[ˈpə:fju:m]	perfume

--- P ---

<i>packet</i>	[ˈpakɪt]	paquete	<i>person</i>	[ˈpə:sən]	persona
<i>page</i>	[peɪdʒ]	página	<i>personal</i>	[ˈpə:sənəl]	personal
<i>paid</i>	[peɪd]	de <i>to pay</i>	<i>Peru</i>	[pəˈru]	Perú
<i>pain</i>	[peɪn]	dolor, pena	<i>phone</i>	[fəʊn]	teléfono
<i>painful</i>	[ˈpeɪnfʊl]	doloroso	<i>photographer</i>	[fəˈtɒgrəfə(r)]	fotógrafo
<i>paint</i>	[peɪnt]	v. r.	<i>piano</i>	[ˈpjænəʊ]	piano
<i>painter</i>	[ˈpeɪntə(r)]	pintor	<i>pick</i>	[pɪk]	v. r.
<i>palace</i>	[ˈpaləs]	palacio	<i>pick up</i>	[ˈpɪk ˈʌp]	v. r.
<i>pale</i>	[peɪl]	pálido, claro	<i>picture</i>	[ˈpɪktʃə(r)]	cuadro
<i>paper</i>	[ˈpeɪpə(r)]	papel	<i>pictures</i>	[ˈpɪktʃəz]	(el) cine
<i>paper</i>	[ˈpeɪpə(r)]	v. r.	<i>piece</i>	[pi:s]	trozo, pieza
<i>parents</i>	[ˈpeərənts]	padre y madre	<i>piece of chalk</i>	[ˈpi:s əv ˈtʃɔ:k]	trozo de tiza
<i>park</i>	[pa:k]	v. r.	<i>piglet</i>	[ˈpɪɡlɪt]	cerdito, cochinitillo
<i>Paraguay</i>	[ˈparəɡwaɪ]	Paraguay	<i>pill</i>	[pɪl]	píldora
<i>Paris</i>	[ˈpaɪs]	París	<i>pillow-slip</i>	[ˈpɪləʊ-slɪp]	funda de almohada
<i>part</i>	[pa:t]	parte	<i>pineapple</i>	[ˈpaɪnˈapl]	piña
<i>party</i>	[ˈpa:ti]	convite, reunión	<i>pipe</i>	[paɪp]	pipa, tubo
<i>parrot</i>	[ˈparət]	loro	<i>pity</i>	[ˈpɪti]	lástima, compasión
<i>pass</i>	[pa:s]	v. r.	<i>place</i>	[pleɪs]	lugar, sitio
<i>passage</i>	[ˈpasɪdʒ]	galería, pasaje	<i>place</i>	[pleɪs]	v. r.
<i>pass an exam</i>	[ˈpa:s ən ɪɡˈzɑ:m]	aprobar	<i>plain</i>	[pleɪn]	llanura, sencillo
<i>passport</i>	[ˈpa:spɔ:t]	pasaporte	<i>plan</i>	[plæn]	v. r.
<i>past</i>	[pa:st]	pasado	<i>plan</i>	[plæn]	plan, proyecto
<i>Patagonia</i>	[pəˈtəɡəʊnjə]	Patagonia	<i>plane</i>	[pleɪn]	avión
<i>patient</i>	[ˈpeɪʃənt]	paciente, enfermo	<i>plant</i>	[plɑ:nt]	v. r.
<i>pay</i>	[peɪ]	v. i.	<i>plant</i>	[plɑ:nt]	planta
<i>pea</i>	[pi:]	guisante, chícharo	<i>plate</i>	[pleɪt]	plato
<i>pen</i>	[pən]	pluma	<i>plastic</i>	[ˈplɑstɪk]	plástico
<i>pencil</i>	[ˈpensl]	lápiz	<i>play</i>	[pleɪ]	v. r.
<i>pencil-box</i>	[ˈpenslbɒks]	caja de lápices	<i>play</i>	[pleɪ]	comedia, obra de teatro
<i>pencil-sharpener</i>	[ˈpensl-ˈʃɑ:pənə(r)]	sacapuntas	<i>plaything</i>	[ˈpleɪθɪŋ]	juguete
			<i>pleasant</i>	[ˈplezənt]	agradable
			<i>please</i>	[pli:z]	v. r.
			<i>please!</i>	[pli:z!]	¡por favor!

<i>pleased with</i>	[ˈpli:zd wið]	satisfecho con	<i>pretty</i>	[ˈpriti]	bonito, lindo
<i>pleasure</i>	[ˈpleʒə(r)]	placer	<i>price</i>	[praɪs]	precio
<i>plenty</i>	[ˈplenti]	abundancia, abundante	<i>prick</i>	[prɪk]	v. r.
<i>plural</i>	[ˈpluərəl]	plural	<i>priest</i>	[ˈpri:st]	sacerdote, cura
<i>pocket</i>	[ˈpokit]	bolsillo	<i>prince</i>	[prɪns]	príncipe
<i>poem</i>	[ˈpəuɪm]	poema	<i>princess</i>	[ˈprɪnˈses]	princesa
<i>poet</i>	[ˈpəuit]	poeta	<i>prisoner</i>	[ˈprɪzənə(r)]	prisionero
<i>poetry</i>	[ˈpəuitri]	poesía	<i>prize</i>	[praɪz]	premio
<i>point</i>	[point]	punto, punta	<i>problem</i>	[ˈprɒbləm]	problema
<i>point</i>	[point]	v. r.	<i>profession</i>	[prəˈfeʃən]	profesión
<i>pointer</i>	[ˈpointə(r)]	indicador	<i>profit</i>	[ˈprofit]	beneficio, ga- nancia
<i>police</i>	[pəˈli:s]	policía (la)	<i>programme</i>	[ˈprəugram]	prospecto, programa
<i>policeman</i>	[pəˈli:smən]	policía	<i>promise</i>	[ˈpromis]	promesa
<i>polish</i>	[ˈpolɪʃ]	v. r.	<i>promise</i>	[ˈpromis]	v. r.
<i>pond</i>	[pond]	estanque, la- guna	<i>pronoun</i>	[ˈprəunaun]	pronombre
<i>pony</i>	[ˈpəuni]	caballito, pony	<i>pronuncia- tion</i>	[prənansi- ˈeɪʃən]	pronunciación
<i>poor</i>	[puə(r)]	pobre	<i>properly</i>	[ˈpropəli]	propia-mente, correcta- mente
<i>population</i>	[pɒpjuˈleɪʃən]	población	<i>public</i>	[ˈpʌblɪk]	público
<i>possessive</i>	[pəˈzesɪv]	posesivo	<i>pull</i>	[pul]	v. r.
<i>possible</i>	[ˈposəbl]	posible	<i>pull down</i>	[ˈpul ˈdaun]	derribar, de- moler
<i>post</i>	[pəʊst]	puesto, poste	<i>punish</i>	[ˈpʌnɪʃ]	v. r.
<i>post</i>	[pəʊst]	correo, posta	<i>pupil</i>	[ˈpjʊ:pl]	alumno
<i>post</i>	[pəʊst]	v. r.	<i>purse</i>	[pɜ:s]	bolso, porta- monedas
<i>post office</i>	[ˈpəʊst ˈofɪs]	oficina de co- rreos	<i>put</i>	[put]	v. i.
<i>pot</i>	[pot]	recipiente, pote	<i>put away</i>	[ˈput əˈwei]	quitar, retirar
<i>potato</i>	[pəˈteɪtəʊ]	patata, papa	<i>put in, into</i>	[ˈput ˈɪn/ɪntu]	meter
<i>pound</i>	[paʊnd]	libra	<i>put into the negative</i>	[ˈput ɪntu ðə ˈnegətɪv]	póngase en negativo
<i>pour</i>	[po:(r)]	v. r.	<i>put on clothes</i>	[ˈput ˈɒn ˈkləʊðz]	vestirse, po- nerse la ropa
<i>pour out</i>			<i>put out</i>	[ˈput ˈaʊt]	apagar
<i>the tea</i>	[po:r ˈaʊt ðə ˈti:]	echar el té	<i>put up</i>	[ˈput ˈʌp]	instalar
<i>powder</i>	[ˈpaʊdə(r)]	polvos			
<i>power</i>	[ˈpaʊə(r)]	poder, fuerza			
<i>powerless</i>	[ˈpaʊəlis]	impotente			
<i>practise</i>	[ˈpraktɪs]	v. i., práctica			
<i>pray</i>	[preɪ]	v. r.			
<i>prayer</i>	[preɪə(r)]	oración, rezo			
<i>prefer</i>	[ˈpriːfə:(r)]	v. r.			
<i>prepare</i>	[ˈpriːpeɪə(r)]	v. r.			
<i>preposition</i>	[ˈprepəˈziʃən]	preposición			
<i>present</i>	[ˈprezənt]	presente, re- galo			

— Q —

<i>quarrel</i>		
<i>with</i>	[ˈkworəl wið]	v. r.
<i>quarter</i>	[ˈkwɔ:tə(r)]	cuarto, cuarta parte
<i>queen</i>	[kwi:n]	reina
<i>question</i>	[ˈkwestʃən]	pregunta
<i>quick</i>	[kwɪk]	rápido
<i>quickly</i>	[ˈkwɪkli]	rápidamente
<i>quiet</i>	[ˈkwaɪət]	callado, quieto
<i>quietly</i>	[ˈkwaɪətli]	sin ruido, calladamente
<i>quite</i>	[kwaɪt]	completamente, del todo
<i>quite a lot</i>	[ˈkwaɪt əˈlɒt]	bastante, mucho

— R —

<i>rabbit</i>	[ˈrabit]	conejo
<i>railway</i>	[ˈreɪlwei]	ferrocarril
<i>rain</i>	[rein]	v. r.
<i>rain</i>	[rein]	lluvia
<i>raincoat</i>	[ˈreɪnkəʊt]	impermeable
<i>raise</i>	[reɪz]	v. r.
<i>rake</i>	[reɪk]	rastrillo, rastro
<i>ram</i>	[ram]	carnero padre
<i>ran</i>	[ran]	de <i>to run</i>
<i>rang</i>	[raŋ]	de <i>to ring</i>
<i>rather</i>	[ˈra:ðə(r)]	un tanto, más bien
<i>reach</i>	[ri:tʃ]	v. r.
<i>reactor</i>	[riˈaktə(r)]	reactor
<i>read</i>	[ri:d]	v. i.
<i>reading</i>	[ˈri:diŋ]	lectura
<i>ready</i>	[ˈredi]	listo, preparado
<i>real estate</i>	[ˈriəl isˈteɪt]	bienes raíces
<i>really</i>	[ˈriəli]	realmente, de veras
<i>receive</i>	[riˈsi:v]	v. r.
<i>receiver</i>	[riˈsi:və(r)]	auricular, receptor
<i>recently</i>	[ˈri:səntli]	recientemente, hace poco

<i>reception</i>	[riˈsepʃən]	recepción, audiencia
<i>red</i>	[red]	rojo
<i>reduction</i>	[riˈdʌkʃən]	rebaja, reducción
<i>register</i>	[ˈredʒɪstə(r)]	registro, libro de parroquia
<i>Registry</i>	[ˈredʒɪstri]	registro (oficina)
<i>remain</i>	[riˈmeɪn]	v. r.
<i>remains</i>	[riˈmeɪnz]	restos, sobras
<i>remember</i>	[riˈmembə(r)]	v. r.
<i>rent</i>	[rent]	v. r.
<i>rent</i>	[rent]	renta, alquiler
<i>repeat</i>	[riˈpi:t]	v. r.
<i>representative</i>	[repriˈzentətɪv]	representante
<i>rest</i>	[rest]	v. r.
<i>rest</i>	[rest]	descanso, resto
<i>rhyme</i>	[raɪm]	rima, verso
<i>ribbon</i>	[ˈribən]	cinta
<i>rich</i>	[ritʃ]	rico
<i>ride</i>	[raɪd]	paseo a caballo o en vehículo
<i>ride</i>	[raɪd]	v. i.
<i>ridden</i>	[ˈrɪdən]	de <i>to ride</i>
<i>right</i>	[raɪt]	correcto, bien
<i>(a) right</i>	[(ə) ˈraɪt]	(un) derecho
<i>ring</i>	[rɪŋ]	v. i.
<i>ring</i>	[rɪŋ]	anillo, aro
<i>ring up</i>	[ˈrɪŋ ˈʌp]	telefonar
<i>rise</i>	[raɪz]	v. i.
<i>river</i>	[ˈrɪvə(r)]	río
<i>road</i>	[rəʊd]	carretera
<i>rock</i>	[rɒk]	roca
<i>roll</i>	[rɒl]	v. r.
<i>roll</i>	[rɒl]	panecillo
<i>roller</i>	[ˈrəʊlə(r)]	rodillo, rulo
<i>roof</i>	[ru:f]	tejado
<i>room</i>	[ru:m/rum]	habitación, sitio
<i>rose</i>	[rəʊz]	rosa
<i>round</i>	[raʊnd]	redondo
<i>round</i>	[raʊnd]	alrededor de
<i>row</i>	[rəʊ]	fila, surco
<i>rub</i>	[rʌb]	v. r.

<i>rubber</i>	[ˈrʌbə(r)]	borrador, goma de borrar	<i>sea</i>	[si:]	mar
<i>rule</i>	[ru:l]	regla, estatuto, dominio	<i>seal</i>	[si:l]	sello, foca
<i>rule</i>	[ru:l]	v. r.	<i>seaside</i>	[ˈsi:ˈsaɪd]	playa, litoral
<i>ruler</i>	[ˈru:lə(r)]	regla para trazas líneas	<i>season</i>	[ˈsi:zən]	estación (del año)
<i>run</i>	[rʌn]	v. i.	<i>seat</i>	[si:t]	v. r.
<i>run away</i>	[ˈrʌn əˈwei]	huir, escapar	<i>seat</i>	[si:t]	asiento
<i>run</i>			<i>second</i>	[ˈsekənd]	segundo
<i>through</i>	[ˈrʌn ˈθru:]	atravesar, ho- jear	<i>secretary</i>	[ˈsekrətəri]	secretario, a
<i>rung</i>	[rʌŋ]	de <i>to ring</i>	<i>see</i>	[si:]	v. i.
<i>rush</i>	[rʌʃ]	v. r.	<i>see about</i>	[ˈsi: əˈbaut]	cuidar de, tratar de
			<i>see that</i>	[ˈsi: ðæt]	procurar, ver de
			<i>seed</i>	[si:d]	semilla, ger- men

— S —

<i>sad</i>	[sad]	triste	<i>see you</i>		
<i>safe</i>	[seɪf]	salvo, seguro	<i>later</i>	[ˈsi: ju ˈleɪtə(r)]	te veré luego
<i>said</i>	[sed]	de <i>to say</i>	<i>see you</i>		
<i>sail</i>	[seɪl]	vela (de bu- que)	<i>tomorrow</i>	[ˈsi: ju tuˈmɒrəu]	te veré ma- ñana
<i>sail</i>	[seɪl]	v. r.	<i>seem</i>	[si:m]	v. r.
<i>sailor</i>	[ˈseɪlə(r)]	marinero	<i>self</i>	[self]	mismo
<i>salad</i>	[ˈsələd]	ensalada	<i>-self</i>	[—self]	(sufijo)
<i>salesman</i>	[ˈseɪlzmən]	vendedor, de- pendiente	<i>sell</i>	[sel]	v. i.
<i>same</i>	[seɪm]	mismo	<i>send</i>	[send]	v. i.
<i>sandwich</i>	[ˈsænwɪdʒ]	bocadillo, em- paredado	<i>send for</i>	[ˈsend fo:(r)/ fə(r)]	mandar por
<i>sardine</i>	[sa:ˈdi:n]	sardina	<i>send out</i>	[ˈsend ˈaut]	enviar, expe- dir
<i>sat</i>	[sat]	de <i>to sit</i>	<i>sentence</i>	[ˈsentəns]	oración gra- matical
<i>Saturday</i>	[ˈsətədi]	sábado	<i>servant</i>	[ˈsə:vənt]	sirviente, criado
<i>save</i>	[seɪv]	v. r.	<i>serve</i>	[sə:v]	v. r.
<i>saw</i>	[so:]	de <i>to see</i>	<i>set</i>	[set]	v. i.
<i>say</i>	[sei]	v. i.	<i>set fire to</i>	[ˈset ˈfaɪə tu]	prender, en- cender
<i>scene</i>	[si:n]	escena	<i>September</i>	[sepˈtembə(r)]	septiembre
<i>scent</i>	[sent]	fragancia, rastro	<i>set out</i>	[ˈset ˈaut]	partir, mar- char
<i>school</i>	[sku:l]	escuela	<i>settle</i>	[ˈsetl]	v. r.
<i>school-bag</i>	[ˈsku:lbaɪ]	cartera, bulto	<i>seven</i>	[ˈsevən]	siete
<i>school-mate</i>	[ˈsku:lmeɪt]	condiscípulo	<i>seventeen</i>	[ˈsevənˈti:n]	diecisiete
<i>school-yard</i>	[ˈsku:l-ja:d]	patio de la escuela	<i>seventy</i>	[ˈsevənti]	setenta
<i>science</i>	[ˈsaɪəns]	ciencia	<i>several</i>	[ˈsevrəl]	varios, diver- sos
<i>scientist</i>	[ˈsaɪəntɪst]	científico	<i>shadow</i>	[ˈʃadəu]	sombra
<i>Scot</i>	[skot]	escocés (n.)			

<i>shaay</i>	[ʃəidi]	sombreado	<i>sights</i>	[saits]	vistas, sitios
<i>shall</i>	[ʃal/ ʃəl/l]	v. i. defectivo			de interés
<i>shan't</i>	[ʃa:nt]	= <i>shall not</i>	<i>sign</i>	[sain]	v. r.
<i>share</i>	[ʃεə(r)]	v. r.	<i>silver</i>	[ˈsilvə(r)]	plata (metal)
<i>shave</i>	[ʃeiv]	v. r.	<i>simple</i>	[ˈsimpl]	simple, fácil
<i>she</i>	[ʃi:/ ʃi]	ella	<i>since</i>	[sins]	desde, desde
<i>she-cat</i>	[ˈʃi: ˈkæt]	gata			que
<i>she-bear</i>	[ˈʃi: ˈbεə(r)]	osa	<i>sing</i>	[siŋ]	v. i.
<i>she'd</i>	[ʃi:d]	= <i>she had,</i> <i>she would</i>	<i>singular</i>	[ˈsiŋɡjulə(r)]	singular
			<i>sir</i>	[sə:(r)/sə(r)]	señor
<i>shepherd</i>	[ˈʃepəd]	pastor	<i>sister</i>	[ˈsistə(r)]	hermana
<i>she's</i>	[ʃi:z]	= <i>she is,</i> <i>she has</i>	<i>sit</i>	[sit]	v. i.
			<i>sit down</i>	[ˈsit ˈdaun]	sentarse
<i>sheep</i>	[ʃi:p]	oveja, carne- ro	<i>sitting-room</i>	[ˈsitɪŋ rum]	sala de estar
			<i>situation</i>	[sitjuˈeiʃən]	situación
<i>sheet</i>	[ʃi:t]	hoja, sábana	<i>six</i>	[siks]	seis
<i>shelf</i>	[ʃelf]	estante, repisa	<i>sixteen</i>	[ˈsiksˈti:n]	dieciséis
<i>shilling</i>	[ˈʃiliŋ]	chelín	<i>sixty</i>	[ˈsiksɪ]	setenta
<i>shine</i>	[ʃain]	v. i.	<i>skirt</i>	[skə:t]	falda
<i>ship</i>	[ʃip]	buque, barco	<i>sky</i>	[skai]	cielo, firma- mento
<i>shirt</i>	[ʃə:t]	camisa			v. i.
<i>shoe</i>	[ʃu:]	zapato	<i>sleep</i>	[sli:p]	sueño, reposo
<i>shoot</i>	[ʃu:t]	v. i.	<i>sleep</i>	[sli:p]	lento, pau- sado
<i>shop</i>	[ʃop]	tienda, co- mercio	<i>slow</i>	[sləu]	
			<i>small</i>	[smo:l]	pequeño
<i>shopping</i>	[ˈʃopin]	compras	<i>smell</i>	[smel]	v. i.
<i>shopping-bag</i>	[ˈʃopinɪbag]	bolso de compra	<i>smell</i>	[smel]	olor
			<i>smoke</i>	[sməuk]	v. r.
<i>short</i>	[ʃo:t]	corto, bajo	<i>snow</i>	[snəu]	nieve
<i>shorts</i>	[ʃo:ts]	pantalones cortos	<i>snow</i>	[snəu]	v. r.
			<i>so</i>	[səu]	por lo tanto, así
<i>shot</i>	[ʃot]	de <i>to shoot</i>			tan
<i>shot</i>	[ʃot]	disparo, tiro	<i>so</i>	[səu]	jabón
<i>should</i>	[ʃud/ ʃəd/d]	de <i>shall</i>	<i>soap</i>	[səup]	soda
<i>shoulder</i>	[ˈʃəuldə(r)]	hombro	<i>soda</i>	[ˈsəudə]	regular, así
<i>shouldn't</i>	[ˈʃudənt]	= <i>should not</i>	<i>so-so</i>	[ˈsəu-ˈsəu]	así
<i>shout</i>	[ʃaut]	v. r.			calcetín
<i>show</i>	[ʃəu]	v. i.	<i>sock</i>	[sok]	yo también
<i>show</i>	[ʃəu]	función espec- táculo	<i>so do I</i>	[ˈsəu ˈdu: ˈai]	sofá
			<i>sofa</i>	[ˈsəufə]	soldado
<i>shut</i>	[ʃʌt]	v. i.	<i>soldier</i>	[ˈsəuldʒə(r)]	hasta luego
<i>shut</i>	[ʃʌt]	cerrado	<i>so long</i>	[ˈsəu ˈlɒŋ]	tanto
<i>shy</i>	[ʃai]	tímido, reser- vado	<i>so much</i>	[ˈsəu ˈmʌtʃ]	de modo que
			<i>so that</i>	[ˈsəu ðæt]	blando, suave
<i>sick</i>	[sik]	enfermo, ma- reado	<i>soft</i>	[soft]	bebida no al- cohólica
			<i>soft drink</i>	[ˈsoft drɪŋk]	v. r.
<i>side</i>	[said]	lado, costado			
<i>sigh</i>	[sai]	v. r.	<i>solve</i>	[solv]	

<i>some</i>	[sʌm/səm/sm]	algo, algunos	<i>standing-lamp</i>	['standɪŋ-'lamp]	lámpara de pie
<i>somebody</i>	['sʌmbədi]	alguien, alguno	<i>stand up</i>	['stand 'ʌp]	ponerse en pie
<i>someone</i>	['sʌmwʌn]	alguien, alguno	<i>star</i>	[sta:(r)]	estrella
<i>something</i>	['sʌmθɪŋ]	alguna cosa	<i>start</i>	[sta:t]	v. r.
<i>sometimes</i>	['sʌmtaɪmz]	a veces	<i>state</i>	[steɪt]	estado, nación
<i>somewhere</i>	['sʌmwɛə(r)]	en alguna parte	<i>stay</i>	[steɪ]	v. r.
<i>son</i>	[sʌn]	hijo	<i>steal</i>	[sti:l]	v. i.
<i>song</i>	[sɒŋ]	canción	<i>steel</i>	[sti:l]	acero
<i>soon</i>	[su:n]	pronto	<i>step</i>	[step]	paso, escalón
<i>soprano</i>	[sə'pra:nəu]	soprano	<i>stick</i>	[stɪk]	bastón
<i>sound</i>	[saund]	v. r.	<i>still</i>	[stɪl]	todavía, aún
<i>sound</i>	[saund]	sonido, ruido	<i>stockings</i>	['stɒkɪŋz]	medias
<i>soup</i>	[su:p]	sopa	<i>stocks</i>	[stɒks]	acciones, valores públicos
<i>south</i>	[sauθ]	(el) sur	<i>stole</i>	[stəʊl]	de <i>to steal</i>
<i>southern</i>	['sʌðən]	meridional	<i>stomach</i>	['stʌmək]	estómago
<i>sow</i>	[səʊ]	v. i.	<i>stone</i>	[stəʊn]	pedra
<i>sow</i>	[sau]	puerca, cerda	<i>stool</i>	[stu:l]	banquillo, banqueta
<i>spaghetti</i>	[spə'geti]	fideos muy gruesos, spaghetti	<i>stop</i>	[stɒp]	v. r.
<i>Spain</i>	[speɪn]	España	<i>storm</i>	[sto:m]	tormenta
<i>Spanish</i>	['spænɪʃ]	español (idioma y adjetivo)	<i>story</i>	['sto:ri]	cuento, narración
<i>spare</i>	[spɛə(r)]	disponible, sobrante	<i>straight</i>	[streɪt]	directo, recto
<i>speak</i>	[spi:k]	v. i.	<i>street</i>	[stri:t]	calle
<i>spell</i>	[spel]	v. i.	<i>string</i>	[strɪŋ]	bramante, cabuya
<i>spend</i>	[spend]	v. i.	<i>strong</i>	[strɒŋ]	fuerte
<i>spring</i>	[sprɪŋ]	primavera	<i>strong drink</i>	['strɒŋ drɪŋk]	bebida alcohólica
<i>spring</i>	[sprɪŋ]	manantial	<i>student</i>	['stju:dənt]	estudiante, alumno
<i>spring</i>	[sprɪŋ]	muelle, resorte	<i>study</i>	['stʌdi]	v. r.
<i>square</i>	[skwɛə(r)]	plaza, cuadrado	<i>study</i>	['stʌdi]	estudio
<i>stable</i>	['steɪbl]	establo, cuadra	<i>stuff</i>	[stʌf]	sustancia, producto
<i>stair-carpet</i>	['steə'ka:pɪt]	alfombra de la escalera	<i>style</i>	[stɑɪl]	estilo
<i>stairs</i>	[steəz]	escalera	<i>subject</i>	['sʌbdʒɪkt]	sujeto, materia, asunto
<i>stamp</i>	[stamp]	sello, estampilla	<i>substance</i>	['sʌbstəns]	sustancia
<i>stand</i>	[stand]	v. i.	<i>substitute</i>	['sʌbstɪtju:t]	sustituto
			<i>succeed</i>	[sək'si:d]	v. r.

<i>such</i>	[sʌtʃ]	tal, seme- jante	<i>take away</i>	['teik ə'wei]	quitar, lle- varse
<i>suck</i>	[sʌk]	v. r.	<i>take care</i>	['teik 'keə(r)]	tener cui- dado
<i>sugar</i>	['ʃugə(r)]	azúcar	<i>take down</i>	['teik 'daʊn]	apuntar, ba- jar
<i>sugar-basin</i>	['ʃugə'beisin]	azucarero	<i>take hold</i>		
<i>suit</i>	[su:t/sju:t]	traje, flux	<i>of</i>	['teik 'həʊld əv]	agarrarse a
<i>suggest</i>	[sə'dʒest]	v. r.	<i>take off</i>	['teik 'ɒf]	quitarse una prenda
<i>suitable</i>	['sju:təbl]	adecuado, apropiado			despegar un avión, coger de
<i>suitcase</i>	['sju:tkeis]	maleta			costar, llevar tiempo
<i>suite</i>	[swi:t]	apartamento, habitación	<i>take time</i>	['teik 'taim]	sacar
<i>sum</i>	[sʌm]	suma, total	<i>take out</i>	['teik 'aʊt]	v. r.
<i>summer</i>	['sʌmə(r)]	verano	<i>talk</i>	[to:k]	conversación, charla
<i>sun</i>	[sʌn]	sol	<i>talk</i>	[to:k]	
<i>Sunday</i>	['sʌndi]	domingo	<i>tall</i>	[to:l]	alto
<i>sunset</i>	['sʌnset]	puesta del sol	<i>taxi</i>	['taksi]	taxi
<i>super-</i>			<i>tea</i>	[ti:]	té
<i>market</i>	['sju:pə'ma:kit]	supermercado	<i>teach</i>	[ti:tʃ]	v. i.
<i>supper</i>	['sʌpə(r)]	cena	<i>teacher</i>	['ti:tʃə(r)]	profesor
<i>suppose</i>	[sə'pəʊs]	v. r.	<i>team</i>	[ti:m]	equipo
<i>sure</i>	[ʃʊə(r)/fə:(r)]	seguro, cierto	<i>teashop</i>	['ti:ʃɒp]	sala de té
<i>surprise</i>	[sə'praiz]	v. r.	<i>technical</i>	['teknikəl]	técnico (a.)
<i>swam</i>	[swʌm]	de <i>to swim</i>	<i>teeth</i>	[ti:θ]	dientes
<i>swan</i>	[swɒn]	cisne	<i>telephone</i>	['telifəʊn]	teléfono
<i>sweep</i>	[swi:p]	v. i.	<i>telephone</i>	['telifəʊn]	v. r.
<i>sweet</i>	[swi:t]	dulce, pos- tre	<i>television</i>	['teliviʒən]	televisión
<i>(a) sweet</i>	[(ə) 'swi:t]	(un) dulce	<i>tell</i>	[tel]	v. i.
<i>swell</i>	[swel]	v. i.	<i>tell lies</i>	['tel 'laiz]	decir men- tiras
<i>swiftly</i>	['swiftli]	rápidamente, velozmente	<i>tell the time</i>	['tel ðə 'taim]	decir la hora
<i>swim</i>	[swim]	v. i.	<i>tempera-</i>		
<i>swimming-</i>			<i>ture</i>	['tempərə- tʃə(r)]	temperatura
<i>pool</i>	['swimɪŋpu:l]	piscina	<i>ten</i>	[ten]	diez
<i>switch</i>	[switʃ]	llave, conmu- tador	<i>tent</i>	[tent]	tienda de campaña
<i>switch on</i>	['switʃ 'ɒn]	conectar, en- chufar	<i>-th</i>	[— θ]	(sufijo)
<i>swollen</i>	['swəʊlən]	de <i>to swell</i>	<i>terminal</i>	['tə:minəl]	estación ter- minal
— T —			<i>than</i>	[ðʌn/ðən]	que (conjun- ción com- parativa)
<i>table</i>	['teibl]	mesa	<i>thank</i>	[θʌŋk]	v. r.
<i>tail</i>	[teil]	rabo, cola			
<i>take</i>	[teik]	v. i.			

<i>thank... for</i>	[ˈθaŋk ... fo:(r)/fə(r)]	gracias por	<i>thick</i>	[θɪk]	espeso, grue- so
<i>thank you</i>	[ˈθaŋk ju]	gracias	<i>thief</i>	[θi:f]	ladrón
<i>that</i>	[ðat/ðæt]	a. demostra- tivo, p. re- lativo y conjunción	<i>thieves</i>	[θi:vz]	ladrones
<i>that's</i>	[ðats]	= <i>that is</i>	<i>thigh</i>	[θai]	muslo
<i>the</i>	[ði:/ðə/ði]	el, la, lo, los las	<i>thin</i>	[θɪn]	delgado
<i>the answers</i>			<i>thing</i>	[θɪŋ]	cosa
<i>are in</i>			<i>think</i>	[θɪŋk]	v. i.
<i>brackets</i>	[ði 'a:nsəz ə in 'brakɪts]	las contesta- ciones están en parénte- sis	<i>this</i>	[ðɪs]	este, esta, esto
<i>theatre</i>	[ˈθiətə(r)]	teatro	<i>this way</i>	[ðɪs 'wei]	por aquí
<i>the follo- wing</i>			<i>third</i>	[θə:d]	tercero
<i>questions</i>	[ðe 'fɒləwɪŋ 'kwɛstʃənz]	las preguntas siguientes	<i>thirsty</i>	[ˈθə:sti]	sediento
<i>the missing</i>			<i>thirteen</i>	[ˈθə:'ti:n]	trece
<i>words</i>	[ðe 'mɪsɪŋ 'wɔ:dz]	las palabras que faltan	<i>thirty</i>	[ˈθə:ti]	treinta
<i>their</i>	[ðeə(r)]	a. pos.	<i>those</i>	[ðəuz]	esos, as, aquéllos, as
<i>theirs</i>	[ðeəz]	p. pos.	<i>though</i>	[ðəu]	aunque
<i>them</i>	[ðem/ðəm]	ob. de <i>they</i>	<i>thought</i>	[θo:t]	pensamiento
<i>themselves</i>	[ðəm'selvz]	se (ellos mismos)	<i>thousand</i>	[ˈθauzənd]	mil, millar
<i>then</i>	[ðen]	entonces, luego	<i>three</i>	[θri:]	tres
<i>there</i>	[ðeə(r)]	allí, allá	<i>through</i>	[θru:]	por, a través
<i>there's</i>	[ðeəz]	= <i>there is</i>	<i>throw</i>	[θrəu]	v. i.
<i>there is,</i>			<i>throw away</i>	[ˈθrəu ə'wei]	arrojar, echar
<i>are</i>	[ðeəriz/ ðeərə(r)]	hay	<i>Thursday</i>	[ˈθə:zdi]	jueves
<i>there was,</i>			<i>ticket</i>	[ˈtɪkɪt]	billete, boleto
<i>were</i>	[ðeəwəz/ ðeəwə(r)]	había, hubo	<i>ticket</i>		
<i>these</i>	[ði:z]	éstos, éstas	<i>inspector</i>	[ˈtɪkɪt in'spektə(r)]	revisor de billetes
<i>they</i>	[ðei]	ellos, ellas	<i>tidy</i>	[ˈtaɪdi]	limpio, aseado
<i>they'd</i>	[ðeid]	= <i>they had,</i> <i>they</i> <i>would</i>	<i>tidy</i>	[ˈtaɪdi]	v. r.
<i>they're</i>	[ðeɪə(r)]	= <i>they are</i>	<i>tie</i>	[tai]	corbata
<i>they've</i>	[ðeɪv]	= <i>they have</i>	<i>tiger</i>	[ˈtaɪgə(r)]	tigre
			<i>tigress</i>	[ˈtaɪgrɪs]	tigresa
			<i>till</i>	[tɪl]	= <i>until</i> , hasta
			<i>time</i>	[taɪm]	vez, hora, tiempo
			<i>tin</i>	[tɪn]	lata, estaño
			<i>tire</i>	[ˈtaɪə(r)]	v. r.
			<i>tired of</i>	[ˈtaɪəd əv]	cansado de
			<i>to</i>	[tu:/tu/tə]	a, para, que
			<i>toast</i>	[təʊst]	tostada
			<i>today</i>	[tu'dei]	hoy
			<i>toe</i>	[təu]	dedo del pie
			<i>together</i>	[tu'geðə(r)]	juntos, jun- tamente
			<i>tomato</i>	[tə'ma:təu]	tomate

<i>tom-cat</i>	[ˈtɒmˈkæt]	gato			
<i>tomorrow</i>	[tuˈmɒrəʊ]	mañana (ad- verbio)			
<i>tongue</i>	[tʌŋ]	lengua, idio- ma	<i>ugly</i>	[ˈʌɡli]	feo
<i>tonight</i>	[tuˈnaɪt]	esta noche	<i>umbrella</i>	[ʌmˈbrelə]	paraguas
<i>too</i>	[tu:]	también	<i>un-</i>	[ʌn-]	(prefijo)
<i>too</i>	[tu:]	demasiado	<i>uncle</i>	[ˈʌŋkl]	tío
<i>tooth</i>	[tu:θ]	diente	<i>under</i>	[ˈʌndə(r)]	debajo de
<i>top</i>	[tɒp]	parte supe- rior, cima	<i>understand</i>	[ʌndəˈstænd]	v. i.
<i>touch</i>	[tʌtʃ]	v. r.	<i>underwear</i>	[ˈʌndəweə(r)]	ropa interior
<i>towards</i>	[tuˈwɔːdz]	hacia	<i>unhappy</i>	[ʌnˈhæpi]	infeliz, in- fortunado
<i>towel</i>	[ˈtauəl]	toalla	<i>uniform</i>	[ˈjuːnifoːm]	uniforme
<i>town</i>	[taʊn]	ciudad, po- blación	<i>university</i>	[juːniˈvɜːsiti]	universidad
<i>Town</i>			<i>unpack</i>	[ʌnˈpæk]	v. r.
<i>Council</i>	[ˈtaʊn ˈkaʊnsil]	Concejo	<i>until</i>	[ʌnˈtɪl]	= <i>till</i> , hasta
<i>toy</i>	[tɔɪ]	juguete	<i>up</i>	[ʌp]	arriba
<i>tractor</i>	[ˈtraktə(r)]	tractor	<i>upon</i>	[əˈpɒn]	= <i>on</i> , en, sobre
<i>train</i>	[treɪn]	tren	<i>upper</i>	[ˈʌpə(r)]	superior, de arriba
<i>translate</i>	[trænsˈleɪt]	v. r.	<i>upside-</i>		
<i>travel</i>	[ˈtrævl]	v. r.	<i>down</i>	[ˈʌpsaɪd ˈdaʊn]	al revés, in- vertido
<i>travelled</i>	[ˈtrævləd]	que ha viaja- do mucho	<i>upstairs</i>	[ˈʌpˈsteəz]	arriba
<i>tree</i>	[tri:]	árbol	<i>us</i>	[ʌs/əs/s]	ob. de <i>we</i>
<i>trip</i>	[trɪp]	excursión, jira	<i>use</i>	[juːs]	uso, servicio, utilidad
<i>tropic</i>	[ˈtropɪk]	trópico	<i>use</i>	[juːz]	v. r.
<i>trousers</i>	[ˈtraʊzəz]	pantalones	<i>use up</i>	[ˈjuːz ˈʌp]	consumir, gastar
<i>true</i>	[tru:]	cierto, verda- dero	<i>used to</i>	[ˈjuːst tu]	acostumbra- do a
<i>truth</i>	[tru:θ]	verdad	<i>useful</i>	[ˈjuːsfʊl]	útil
<i>try</i>	[traɪ]	v. r.	<i>usher</i>	[ˈʌʃə(r)]	acomodador
<i>Tuesday</i>	[ˈtjuːzdi]	martes	<i>usually</i>	[ˈjuːʒuəli]	usualmente
<i>tunnel</i>	[ˈtʌnəl]	túnel			
<i>turn</i>	[tɜːn]	v. r.			
<i>turn off</i>	[ˈtɜːn ˈɒf]	desenchufar, desconec- tar			
<i>turn on</i>	[ˈtɜːn ˈɒn]	enchufar, co- nectar			
<i>twelve</i>	[twelv]	doce	<i>vacuum-</i>		
<i>twenty</i>	[ˈtwenti]	veinte	<i>cleaner</i>	[ˈvækjuəm- ˈkliːnə(r)]	aspiradora eléctrica
<i>twice</i>	[twais]	dos veces	<i>varnish</i>	[ˈvaːnɪʃ]	barniz
<i>two</i>	[tu:]	dos	<i>vase</i>	[vaːz]	florero, vaso
<i>type</i>	[taɪp]	v. r.	<i>veal</i>	[vi:l]	carne de ter- nera
<i>typewriter</i>	[ˈtaɪpˈraɪtə(r)]	máquina de escribir	<i>vegetables</i>	[ˈvedʒɪtəblz]	verduras
			<i>verb</i>	[vəːb]	verbo

— U —

— V —

<i>very</i>	[ˈveri]	muy	<i>water-</i>		
<i>village</i>	[ˈvilidʒ]	pueblo, aldea	<i>supply</i>	[ˈwo:tə səˈplai]	suministro de agua
<i>visit</i>	[ˈvizit]	visita	<i>wave</i>	[weiv]	v. r.
<i>visit</i>	[ˈvizit]	v. r.	<i>wave</i>	[weiv]	ola, onda
<i>voice</i>	[vois]	voz	<i>wax</i>	[waks]	cera
			<i>way</i>	[wei]	camino, for- ma, modo
— W —					
<i>waist</i>	[weist]	cintura	<i>way out</i>	[ˈwei ˈaut]	salida
<i>wait</i>	[weit]	v. r.	<i>we</i>	[wi:/wi]	nosotros, as
<i>waiter</i>	[ˈwaitə(r)]	camarero, mesonero	<i>weak</i>	[wi:k]	débil, flojo
<i>waiting-</i>			<i>wear</i>	[wɛə(r)]	v. i.
<i>room</i>	[ˈwaitɪŋrum]	sala de es- pera	<i>weather</i>	[ˈweðə(r)]	tiempo at- mosférico
<i>waitress</i>	[ˈwaitris]	mesonera, ca- marera	<i>we'd</i>	[wi:d]	= <i>we had</i> , <i>we would</i>
<i>wake up</i>	[ˈweik ˈʌp]	despertar	<i>wedding</i>	[ˈwedɪŋ]	boda, matri- monio
<i>walk</i>	[wo:k]	v. r.	<i>wedding-</i>		
<i>walk</i>	[wo:k]	paseo, ca- minata	<i>cake</i>	[ˈwedɪŋ-keɪk]	pastel o torta de boda
<i>walk about</i>	[ˈwo:k əˈbaʊt]	vagar, deam- bular	<i>wedding-</i>		
<i>wall</i>	[wo:l]	pared, muro	<i>dress</i>	[ˈwedɪŋ-dres]	vestido de boda
<i>want</i>	[wɒnt]	v. r.	<i>wedding-</i>		
<i>war</i>	[wo:(r)]	guerra	<i>present</i>	[ˈwedɪŋ- ˈprezənt]	regalo de boda
<i>warm</i>	[wo:m]	caliente, tem- plado	<i>wedding-</i>		
<i>was</i>	[wɒz/wɛz]	<i>de to be</i>	<i>ring</i>	[ˈwedɪŋrɪŋ]	anillo nupcial
<i>wash</i>	[wɒʃ]	v. r.	<i>Wednes-</i>		
<i>wasn't</i>	[ˈwɒzənt]	= <i>was not</i>	<i>day</i>	[ˈwenzdi]	miércoles
<i>washing-</i>			<i>week</i>	[wi:k]	semana
<i>machine</i>	[ˈwɒʃɪŋ məˈʃi:n]	lavadora	<i>weep</i>	[wi:p]	v. i.
<i>wash up</i>	[ˈwɒʃ ˈʌp]	fregar	<i>weight</i>	[weit]	peso
<i>waste</i>	[weist]	v. r.	<i>well</i>	[wel]	bien, sano
<i>waste</i>	[weist]	desperdicio, escombros	<i>went by</i>	[ˈwent ˈbaɪ]	<i>de to go by</i>
<i>waste-paper</i>			<i>were</i>	[wə:(r)/wɛ(r)]	<i>de to be</i>
<i>basket</i>	[ˈweist ˈpeɪpə ˈbɑ:skɪt]	papelera	<i>we're</i>	[wiə(r)]	= <i>we are</i>
<i>watch</i>	[wɒʃ]	v. r.	<i>weren't</i>	[wɛ:nt]	= <i>were not</i>
<i>watch</i>	[wɒʃ]	reloj de bol- sillo	<i>west</i>	[west]	(el) Oeste
<i>water</i>	[ˈwo:tə(r)]	v. r.	<i>wet</i>	[wet]	húmedo, mo- jado
<i>water</i>	[ˈwo:tə(r)]	agua	<i>we've</i>	[wi:v]	= <i>we have</i>
			<i>what?</i>	[wɒʃ?]	¿qué?
			<i>what</i>	[wɒt]	lo que
			<i>what a...</i>	[ˈwɒt ə...]	que... tan

<i>what is... like?</i>	[ˈwot iz... ˈlaɪk?]	¿cómo es...?	<i>will you?</i>	[ˈwɪl ju?]	¿quieres?
<i>whatever</i>	[wotˈevə(r)]	lo que quiera	<i>win</i>	[wɪn]	v. i.
<i>what's</i>	[wɒts]	que	<i>wind</i>	[wɪnd]	viento, aire
<i>wheel</i>	[wi:l]	= <i>what is</i>	<i>window</i>	[ˈwɪndəʊ]	ventana
<i>wheeled- basket</i>	[ˈwi:ld- ˈbɑ:skɪt]	rueda, engr- naje	<i>wine</i>	[waɪn]	vino
<i>when</i>	[wen]		<i>winter</i>	[ˈwɪntə(r)]	invierno
<i>where</i>	[weə(r)]		<i>wise</i>	[waɪz]	sabio, jui- cioso
<i>where... from</i>	[ˈweə(r) ... frɒm]		<i>wish</i>	[wɪʃ]	v. r.
<i>whether</i>	[ˈweðə(r)]	carrito	<i>wish</i>	[wɪʃ]	deseo
<i>which</i>	[wɪtʃ]	cuando	<i>with</i>	[wɪð]	con
<i>which?</i>	[wɪtʃ?]	donde	<i>without</i>	[wɪðˈaʊt]	sin
<i>while</i>	[waɪl]		<i>witness</i>	[ˈwɪtnɪs]	testigo
<i>whisky</i>	[ˈwɪski]	de donde...	<i>wizard</i>	[ˈwɪzəd]	mago, hechi- cero
<i>white</i>	[waɪt]	sí (conjun- ción)	<i>wolf</i>	[wʊlf]	lobo
<i>who</i>	[hu:/hu]	el cual, que	<i>woman</i>	[ˈwʊmən]	mujer
<i>who is... like?</i>	[ˈhu: iz... ˈlaɪk?]	¿cuál, cuáles?	<i>women</i>	[ˈwɪmɪn]	mujeres
<i>whole</i>	[həʊl]	mientras, rato	<i>won</i>	[wʌn]	de <i>to win</i>
<i>whom</i>	[hu:m/hʊm]	whisky	<i>wonderful</i>	[ˈwʌndəfʊl]	maravilloso
<i>whose?</i>	[hu:z?]	blanco	<i>won't</i>	[wəʊnt]	= <i>will not</i>
<i>whose</i>	[hu:z/hʊz]	quien, quie- nes, que	<i>wood</i>	[wʊd]	madera, bosque
<i>why?</i>	[waɪ?]		<i>wooden</i>	[ˈwʊdən]	de madera
<i>wide</i>	[waɪd]	¿por qué?	<i>woods</i>	[wʊdz]	bosque, selva
<i>widow</i>	[ˈwɪdəʊ]	todo, entero	<i>wool</i>	[wʊl]	lana
<i>widower</i>	[ˈwɪdəʊə(r)]	ob. de <i>who</i>	<i>word</i>	[wɜ:d]	palabra
<i>width</i>	[wɪðθ]	¿de quién, de quiénes?	<i>work</i>	[wɜ:k]	v. r.
<i>wife</i>	[waɪf]	posesivo de	<i>work</i>	[wɜ:k]	trabajo
<i>wild animal</i>	[ˈwaɪld ˈaɪnɪmə]	<i>who</i>	<i>work at</i>	[ˈwɜ:k ət]	trabajar en
<i>will</i>	[wɪl]	¿por qué?	<i>work out</i>	[ˈwɜ:k ˈaʊt]	acabar
<i>willingly</i>	[ˈwɪlɪŋɡli]	ancho, dila- tado	<i>work to do</i>	[ˈwɜ:k tu ˈdu:]	trabajo que hacer
		viuda	<i>workman</i>	[ˈwɜ:k mən]	trabajador
		viudo	<i>world</i>	[wɜ:ld]	mundo
		anchura an- cho	<i>worry</i>	[ˈwɒri]	v. r.
		esposa	<i>worse</i>	[wɜ:s]	peor
		animal salvaje	<i>would</i>	[wʊd]	de <i>will</i>
		v. i. defec- tivo	<i>wouldn't</i>	[ˈwʊdənt]	= <i>would not</i>
		gustosa- mente	<i>wound</i>	[wu:nd]	v. r.
			<i>wound</i>	[wu:nd]	herida
			<i>wrist</i>	[rɪst]	muñeca
			<i>write</i>	[raɪt]	v. i.
			<i>write down</i>	[ˈraɪt ˈdaʊn]	apuntar, es- cribir
			<i>wrong</i>	[rɒŋ]	mal, equi- vocado

— Y —

-y	[—i]	(sufijo)
yard	[ja:d]	patio
year	[jiə(r)]	año
yellow	[ˈjeləu]	amarillo
yes	[jes]	sí (adverbio)
yesterday	[ˈjestədi]	ayer
yet	[jet]	todavía, aún
yet	[jet]	no obstante
York ham	[ˈjo:k ˈham]	jamón co- cido
you	[ju:/ju]	p. per. suj. y ob.

you'd	[ju:d]	= <i>you had</i> , <i>you</i> <i>would</i>
young	[jʌŋ]	joven (a.)
young lady	[ˈjʌŋˈleidi]	señorita
your	[jo:(r)/iuə(r)]	a. pos.
young man	[ˈjʌŋmən]	(un) joven
you're	[juə(r)]	= <i>you are</i>
yours	[jo:z]	p. pos.
yourself	[jo:ˈself]	se (vd. mis- mo)
yourselves	[jo:ˈselvz]	se (vds. mis- mos)
youth	[ju:θ]	juventud
you've	[ju:v]	= <i>you have</i>

